



United Nations
Educational, Scientific and
Cultural Organization

DRAFT

Progress Report on SDG4 Targets by SADC Member States

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EXECUTIVE SUMMARY

The 2030 Agenda for Sustainable Development is a plan of action for people, planet and prosperity. It comprises 17 Sustainable Development Goals (SDGs). These goals are indivisible and encompass economic, social and environmental dimensions. Referring to SDG 4, the aim is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and comprises 10 targets. These targets demand new requirements for countries in terms of reporting data to measure the progress made towards these SDG4 visions. Referring to the data collected and reported by various countries, it is noted that there are a number of missing information whereby data is incomplete or non-existent at all. Thus it is very difficult to monitor the country's status in terms of the SDG4 targets which have been attained.

The main findings with regards to the data gaps of the SDG4 targets for SADC Member States are as follows;

- In general, a comparative analysis of the ten SDG4 targets indicates that target 4.1, 4.2 and 4.3 has more than 50% data coverage for the SADC region. However, there are considerable data gaps in meeting the requirements of SDG4 for targets 4.4, 4.5 and 4.7 where less than 20% data coverage is noted. This calls for the urgent need for the collection of data related to youth and adult skills for work as well as data on parity indexes and global citizenship skills.
- Based on feedback from UIS division, the data challenge is more often attributed to inadequate financial resources, limited government incentives, shortage of qualified and dedicated staffs and the reporting delay in the completion of UIS survey by Member States.
- With regards to SDG4 target 4.1, there are important data gaps in terms of learning indicators where data on proficiency levels in reading and mathematics for children and young people is mostly omitted. While there are Member States which have provided a comprehensive dataset, the percentage of latest data available accounts for less than 20% for the SADC region.
- 8 out of 16 Member States have reported at least 75% of the required indicators for SDG 4 target 4.2. Data gaps are mainly in readiness for primary school and home learning environments.

- The overall data coverage for target 4.3 is more than 65% for 10 out of 16 Member States. A comprehensive data set on the gross enrolment ratios in the tertiary education sector is available. However, the data gaps are mainly in participation rate in non-formal education given that 10 out of 16 Member States have not reported on this indicator.
- 10 out 16 Member States have difficulty in reporting technical and vocational skills. For target 4.4 it is observed that the proportion of youth and adults with ICT skills are only accessible in two Member States, namely Botswana and Zimbabwe. In addition, the youth/adult educational attainment rates are only reported in 6 Member States (Angola, DRC, Mozambique, South Africa and Zimbabwe). With regards to the availability time frame, no Member States have reported data on this indicator since 2018. This calls for proper mechanisms to be set up to collect more reliable data.
- For target 4.5, no member states have reported on the percentage of total aid to education allocated although there are eight Member states (Comoros, DRC, Malawi, Mauritius, SouthAfrica, Tanzania, Zambia and Zimbabwe) which have data on education expenditure per student and by level of education. In terms of latest data availability, only two Member States (South Africa and Mauritius) have reported data since 2018.
- The only data available for target 4.6 relates to Youth/adult literacy rate. However, data is not available for all Member States with regards to the proportion of population in a given age group achieving at least a fixed level of proficiency in either literacy or numeracy skills. Similarly, there are data gaps in relation to the participation rate of illiterate youth/adults in literacy programmes in all Member States.
- SDG4 Target 4.7 is among the most challenging for countries to collect. In particular, only five Member States (DRC, Eswatini, Mauritius, Seychelles and Zambia) reported on the percentage of schools providing life skills-based HIV and sexuality education. In addition, there are no indicators on the knowledge component of target 4.7 being made available on the UIS database.
- With the exception of Botswana, all member states have at least one indicator measuring target 4.a on school environment. In particular, the information on basic resource availability at schools is provided by most Member States. However, the data gaps are mainly on the social environmental aspect where only three Member States (Eswatini,

Mozambique and Tanzania) have reported both on the percentage of students experiencing bullying and number of attacks on students, personnel and institutions.

- All the Member States have reported on the volume of development assistance for scholarships under target 4.b. However, there is a call for the data to be updated for all Member States.
- Only three Member States (Mozambique, South Africa and Zambia) have not reported on the data in relation to SDG target 4.c. In general, it is found that data is mostly available on trained and qualified teachers. However, there are serious data gaps on the motivation aspect of target 4.c given that it is only reported by three Member States (Comoros, Mauritius and Seychelles). As such, there is an urgent need for data collection to be geared towards the Teacher attrition rates by education level in many SADC countries.

The report further analyses the Education Management Information System (EMIS) for specifically three countries of the SADC region. These countries include Zimbabwe, Namibia and Mozambique. The EMIS is an important tool to consolidate national statistics from different stakeholders in the education sector. The current status of EMIS in terms of data coverage, data gaps and quality in relation to the SDG4 targets are examined. The best practices, the legal framework as well as data challenges from those three countries are also highlighted. The main findings from the country case study research are as follows;

Namibia

- The Namibian Ministry of education has collaborated with key international partners namely the United Nations Children's Fund (UNICEF) in strengthening the EMIS architecture and functionality since 2014. This collaboration has allowed for the production of timely, reliable and accurate EMIS reports.

- While the EMIS report has been published since 2015 on an annual basis with a number of key statistics in the primary and secondary education sector, there is no information recorded on proficiency level in reading for primary learners.
- The EMIS statistics for gross intake ratios as per last grade is not directly aligned with the measures of UIS database and SDG4 guidelines. While it is noteworthy that statistics on promotion, repetition and school-leaving rates in Grades 1-11 from 2018 to 2019 are available, there is no data of completion by location and wealth quintile. The data on out-school rate based on wealth quintile for primary and secondary learners is also not available.
- Statistics on Pre-primary enrolment by region, age and gender and Male and female enrolments in Pre-Primary through Grade 12 are accessible through EMIS.
- The EMIS primarily focuses on pre primary, primary and secondary learners and overlooks the tertiary education sector. As such, the Namibian EMIS does not provide any statistics for students in higher education. Nevertheless, the National Council for Higher Education publishes a statistical yearbook on an annual basis.
- Data on youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation is not available. There is also no data on bottom/top wealth quintile in terms of measuring access to vulnerable students.
- Other indicators such as Youth/adult literacy rate and Participation rate of illiterate youth/adults in literacy programmes should be included in the EMIS.
- Statistics on environmental and human right education are not available and will undeniably help to meet the requirements of global citizenship to promote sustainable development.
- The data on the proportion of schools with access to the Internet for pedagogical purposes needs to be collected and is vital to assess the SDG4 ambitions with regards to the school environment.
- There is no record on the percentage of students experiencing bullying in the last 12 months and Number of attacks on students, personnel and institutions.
- The EMIS contains comprehensive key statistics related to SDG4 indicators on Teachers. In this respect, a number of key statistics on training and qualifications aspects such as

proportion of teachers qualified to teach, teacher learner ratios, qualifications of teachers by subjects and by sex. In terms of motivation, there is also data on attrition rates.

- The main data challenges are as follows;
 - The limited budget and number of staff impact negatively on the timely collection and validation of the required data.
 - Coordination between Secondary and Tertiary Education- While MoEAC ensures that data from primary and secondary learners are recorded and inserted on an EMIS system, such is not the case in higher education statistical yearbooks.
 - There are a number of key aspects which are missing from the EMIS report. For instance, the data by wealth quintile on a number of important SDG4 targets is not available. Data on Scholarships or Youth/adult literacy rate, Out of school rates, percentage of students experiencing bullying, participation rate in technical-vocational programmes (15- to 24-year-olds) by sex amongst others are not reported.
 - Methodological Issues in line with the UIS database and SDG4 targets- there are some clear divergences on the UIS indicators and the local indicators. For instance, the Gross intake ratio to the last grade is required for SDG4.3 as per UIS while the Net and Gross Enrolment Ratios per grade is available on EMIS.
 - Data collection for early childhood and lower primary learners on proficiency- Statistics should be collected on the proficiency level of childhood and lower primary learners.
- The best practices of the EMIS in Namibia relate to Collaboration with key international partners, Existence of a National Annual Education Census, Existence of a Fifteenth School-Day Statistics, Comprehensive collection dataset on Learning and Social Challenges, Comprehensive dataset on the Teachers in line with SDG target 4.c
- A review of the legislation and policy framework indicates a number of reports and national educational policies promoting SDG4 ambitions. For instance, Article 20 of the constitution and Section 53 of the Education Act caters for compulsory education and attendance till the age of 16.
- The main policy recommendations for strengthening the EMIS are as follows; Harmonize data and indicators in the census questionnaires with international standards,Better Coordination among Ministries, Collection of data on wealth quintile, literacy and

proficiency, Integrating the Higher Education Sector data in the EMIS, Develop an EMIS capacity building plan for the sector and Explore the use of electronic data capturing and dissemination tools.

Zimbabwe

- The Ministry of Primary and Secondary Education (MoPSE) has invested in the Strategic Policy Planning, Research and Statistics Department (SPPRSD) in data gathering and consolidation as well as storage and transmission of information relating to the education sector through the Education Management Information System (EMIS) and the Teacher Development Information System (TDIS).
- In addition, UNICEF has supported the MoPSE to strengthen the EMIS system with the decentralization, web-based capture and cleaning of 2016 data to ensure the timely availability of data.
- In terms of data gaps, the EMIS report does not contain any data on proficiency level in terms of reading and numeracy skills for grade 2/3 and lower secondary learners.
- Although there is a comprehensive data set available on intake and completion rates by level of education, gender and locations in line with the SDG4 targets, the completion rates across the wealth quintiles need to be collected. In addition, the dropout rates by wealth quintiles should be made available in the EMIS report across all levels of education. There is also no data available from EMIS database on Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex. Furthermore, there is no data being published on youth and adult literacy and numeracy skills. Similarly, it is recommended that data on the percentage of schools that provide life skills-based HIV and sexuality education be collected and handled by the EMIS.

- Data on hand wash sanitation facilities should be clearly indicated and defined in the EMIS report.
- There is no data on the School's environment in terms of students' bullying or the number of attacks on students and personnel.
- The teacher attrition rates and the type of training which the teachers have received over the last 12 months is not being reported.
- The EMIS only focuses on the primary and secondary education sector. Still, there is no published data on participation rates for TVET and Higher Education learners provided by the Ministry of Tertiary and Higher Education.
- The data challenges from the EMIS are as follows;
 - Review Types of data collected- There is a need for data collectors to know what each SDG indicator means and what data to collect.
 - Difficulties in gathering data for Private and unregistered institutions
 - There are no EMIS policies to guide and underline the roles and responsibilities of EMIS staff at school, district, provincial and national levels.
 - Different Methodological Standards-There are some clear divergences on the UIS indicators and the local indicators.
 - No EMIS unit in Higher Education Sector- There is no EMIS department in place at the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD).
 - No data of Skills for work, Literacy and Numeracy as well as global Citizenship- The SDG targets 4.4, 4.6 and 4.7 remain a challenge for data collection.
 - Staffing and Budget Constraints- The EMIS unit has five dedicated staff under the Ministry division and do not have a standalone budget to service its full funding requirements.
 - Review the Data Collection Method- Hard copies of the Questionnaires are sent to heads of schools and there are challenges with manual data collection.
- The following best practices from the EMIS are as follows; availability and administration of annual censuses, availability of a legal framework for data collection, collaboration with the national statistical agency, comprehensive dataset on the Teachers in line with SDG target 4.c and mechanisms in place to validate EMIS data.

- Chapter [2;27] of the Zimbabwe Constitution and the Education Act 2004,[Chapter 25:04] along with the Education Amendment Act, 2020 are all consistent with the ambitions of SDG targets 4.17 and 4.5 for compulsory education and equal access to all children. There are indeed legislations and policy guidelines like School Health policy, National ICT policy amongst others promoting the aims of SDG4 targets.
- The main policy recommendations for strengthening the EMIS are as follows; Review and harmonization of EMIS indicators with international standards, need to develop EMIS Policies to guide implementation of EMIS activities, Establish adequately staffed and capacity building structures, Online data capturing and Strengthen inter-ministerial linkages and stakeholder partnerships.

Mozambique

- The data is available on the percentage of pupils developing the skills required for the first cycle of Elementary School in reading but it is not available on proficiency levels of primary and lower secondary learners. There is also no detailed data available for dropout rates, readiness of primary learners, global citizenship skills, life skills-based HIV and sexuality education, schools' resources and environment.
- The data challenges from the EMIS are as follows;
 - Overall missing data- Mozambique has several missing data for these different key indicators.
 - Data does not track quality or learning outcomes- The data collected are very simple and do not track quality or learning outcomes.
 - Data collected are usually not aligned with international standards which further undermine its quality.
 - Shortage of qualified personnel at provincial and regional level and thus inability to properly collect data and processing same.

- Qualified personal move at the central level attracted mainly by higher remuneration in other sectors.
- Poor quality of information available at district level.
- The following best practices from the EMIS are worth mentioning; Reporting of data from surveys within a period of one year, compilation of data using scientific and statistical methodologies, data validation at school level by the head of schools, the availability of annual school census and availability of a sector master plan for statistical reports in line with the need of the users.
- The National Education Law of 1992, which replaced the 1983 legislation, states that education is a right and duty of all citizens. In effect, public primary education is free and is divided into 2 grades namely Primary Education of the 1st grade and Primary Education of the 2nd grade.
- The main policy recommendations for strengthening the EMIS are as follows; International policy standards should be followed in data processing to ensure quality, Data on pre-primary education should be included in the annual statistical reports, need for more financial and human resources to maintain and improve a continually expanding education system and better infrastructure to EMIS personnel to boost motivation and productivity amongst others.

Based on the 3 country case studies on the EMIS, the report recommend the following key policies for strengthening the EMIS;

- Harmonization of data and indicators in the census questionnaires with international standards,
- Better coordination among Ministries,
- Appropriate data collection on wealth quintile, literacy and proficiency,
- Integrating the Higher Education Sector data in the EMIS,

- Developing an EMIS capacity building plan for the sector,
- Exploring the use of electronic data capturing and dissemination tools,
- Online data capture,
- More financial and human resources to maintain and improve a continually expanding education system,
- Efficient allocation of resources towards the educational sector,
- Improvement of the institutional capacity of the educational sector mainly through the recruitment of more qualified and motivated personals,
- Provision of better infrastructure to EMIS personnel to boost motivation and productivity
- Provision of continuous training to EMIS personnel on the collection of data, statistical methods and processing of data.

The common best practices are as follows;

- Availability and administration of annual censuses
- Availability of a legal framework for data collection
- Collaboration with the national statistical agency and international partners
- Compulsory education and equal access to all children
- Existence of educational policy guidelines in terms of school health policy and national ICT policy

Based on the lessons drawn from the three case studies, the main policy recommendations to strengthen the EMIS are as follows;

- Harmonization of data and indicators in the census questionnaires with international standards and Consistent with UIS indicators
- Appropriate data collection on wealth quintile
- Data Collection on Proficiency Levels most particularly for young learners

- Improving IT infrastructure and automate data collection process through Online Data Capturing
- Enhancing Human Capability of the EMIS division
- Allocating more financial budget to expand the operational capability of the EMIS division.
- Integrating the Tertiary Sector Statistics in the EMIS
- Inter-Ministerial and Stakeholder Collaborations

1.0 Introduction

The Global Education Monitoring (GEM) Report 2020 highlighted data gaps remaining in key areas of the (Sustainable Development Goals) SDG4 monitoring framework. In particular, 41% of countries have not had a publicly available household survey with disaggregated data on education since 2015 while only one of the six most populous countries in sub-Saharan Africa has reported the number of primary education teachers since 2015. The Report also delineated that although progress has been made in formulating, endorsing and refining an expanded SDG monitoring

framework, much more effort is needed to ensure that countries report on the global indicators across the SDGs.

One of the main obstacles to attain the SDG4 targets is the lack of reliable data. Good quality data coverage is essential to highlight gaps in education opportunities and help governments to develop evidence-based policies and monitor their implementation. Incidentally, at the 2019 Southern Africa Development Community (SADC) Education Ministerial meeting, the Ministers reiterated the crucial need to produce good quality data and to monitor progress against the global and continental education targets. In this meeting, Ministers noted that over the last five years of global monitoring of education targets, only 30% of SADC countries have regularly produced data in basic education 1 year late and 70% consistently produces two or more years late”.

In this regard, to ensure regular reporting of achievements to the SADC Secretariat, there is an urgent need to review the current data gaps and the status of the SDG4 targets based on experiences in all SADC Member States. Essentially, the performance of SADC Member States in relation to data coverage and quality with respect to the seven targets (4.1 to 4.7) and the three means of implementation (4.a to 4.c) should be assessed both from an individual Member State perspective and from an Inter-Member State perspective. Furthermore, given the herculean task of ensuring availability of data, capacity building and strengthening of the EMIS (Education Management Information System) is an urgent task. In this respect, experiences will be drawn from three country case studies (Namibia, Zimbabwe and Mozambique) on the data gaps, data challenges and best practices of EMIS in line with the SDG4 targets. The scope of this project will provide a regional update on the Sustainable Development Goals 4 targets in SADC countries. It will aim to fulfil the following objectives:

- Delineates the performance of SADC Member States in relation to progress achieved in relation to SDG4; i.e. in relation to the seven targets (4.1 to 4.7) and the three means of implementation (4.a to 4.c), both from an individual Member State perspective and from an Inter-Member State perspective based on Data extracted from UIS and provided for by UNESCO.
- Review the status of EMIS in three countries (Namibia, Zimbabwe and Mozambique) in terms of coverage and quality and in relation to the SDG4.
- Assess how EMIS could be strengthened in Namibia, Zimbabwe and Mozambique.
- Identify the data gaps and other EMIS challenges and share good practices on addressing gaps and challenges in Namibia, Zimbabwe and Mozambique.
- Conduct a thorough review of national legislations and policy frameworks prevailing in Namibia, Zimbabwe and Mozambique and assess the extent to which these foster the alignment and coverage of SDG4 ambitions.

2.0 Overview of SGD4 Targets

The Incheon Declaration, which was adopted on 21 May 2015 at the World Education Forum (WEF 2015) held in Incheon, Republic of Korea stands for the dedication of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, highlighting the significant role of education as a main driver of development. In this regard, SDG 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The goal consists of ten targets to guide countries along a transformative path to a sustainable education agenda. In particular, SDG 4 has ten targets encompassing many different aspects of education. Among them, there are seven targets which are expected outcomes and three targets which are means of achieving these outcomes. Based on the Incheon Declaration and Education 2030 Framework for Action, the SDG 4 targets are as follows;

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

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

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-

violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

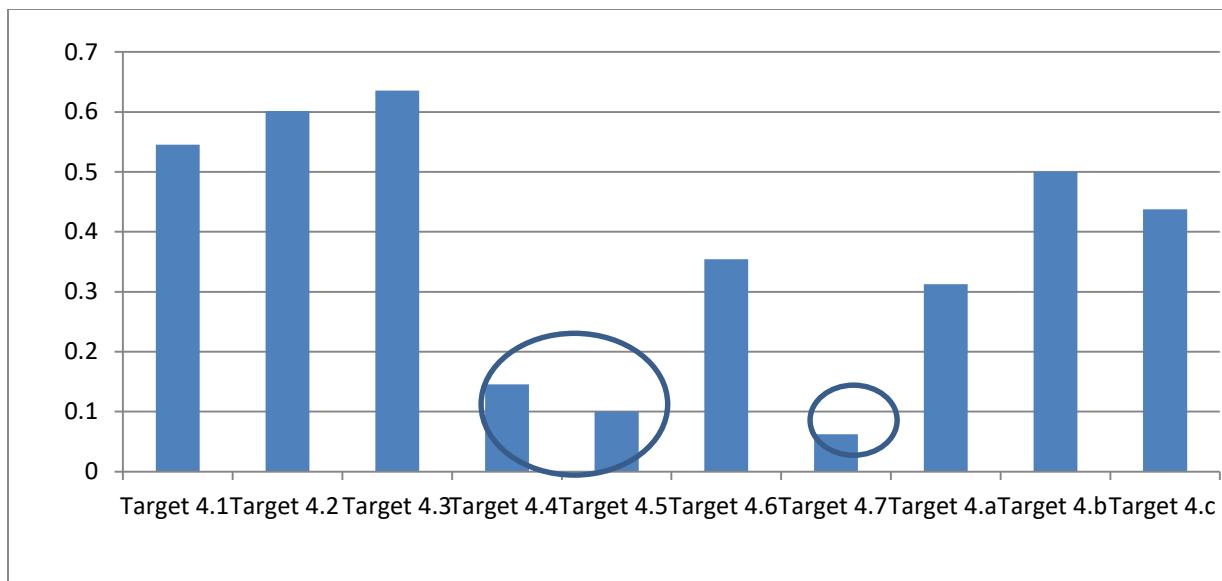
Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Overall Data availability across Member States

Based on the total number of indicators for each SDG4 target, the percentage of data availability has been aggregated for all 16 Member States in the SADC region. The figure below indicates that target 4.1, 4.2 and 4.3 has more than 50% data coverage for the SADC region. However, there are considerable data gaps in meeting the requirements of SDG4 for targets 4.4, 4.5 and 4.7 where less than 20% data coverage is noted. The implications of the data gaps below highlight the urgent need for the collection of data to meet target 4.4 related to youth and adult skills for work as well as data on parity indexes and global citizenship skills to meet target 4.5 and target 4.7. The subsequent section considers in detail the specific data gaps for each of the 10 targets of SDG4.

Figure 0- Percentage of Overall data availability across all SADC Member States based on UIS indicators



Based on feedback collected from the UIS division, it is challenging for any country to have all data on the different SDG4 targets. However, the data challenge is more often attributed to the following factors;

Inadequate financial resources

Indeed, the conduct of household based surveys depends on the mobilization of financial and human resources at national level and unfortunately, the limited financial budget available to the national statistics division is a major impediment for data collection in meeting the ambitions of SDG4 targets.

Limited government incentives

The government policies geared towards the inclusion of data collection in the national budget is compromised given other national socio-economic priorities of the country. Based on the feedback collected, governments will align the collection of data with their national priorities and more often than not in terms of fulfilling the ambitions and the requirements of SDG targets.

Shortage of qualified and dedicated staff

There is a human resource problem in many Member States in collecting and analysing national statistics. Based on the feedback, there is either a shortage of staff is noted or high staff mobility rates which negatively impact on the timely data collection process.

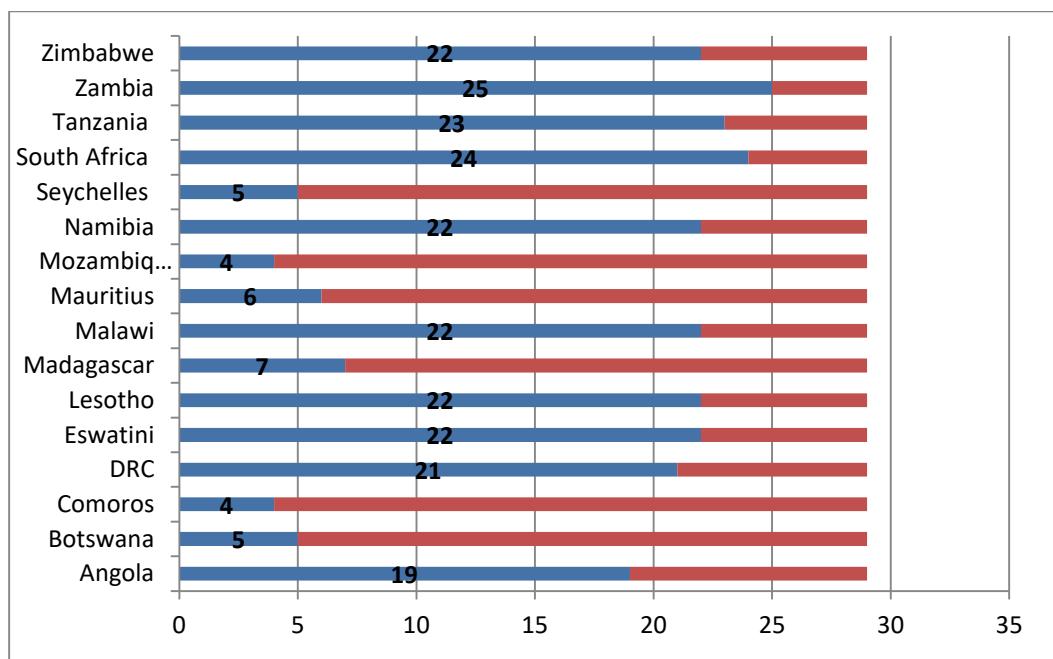
Delay in the Submission and Completion of UIS survey by Member States

The data collection process of the SDG4 targets originates from the questionnaires sent by the UIS division to the national contact point of each country (typically through the relevant Ministries) on an annual basis. The survey process generally starts every October and is expected to end in February. However, based on the feedback collected, there are many instances where the national contact points request for extension, leading to delays in the submission process. The extension requests are normally based on a number of valid grounds ranging from national events to national priorities of the country.

2.1 SDG 4- Target 4.1 -Free, equitable and quality primary and secondary education

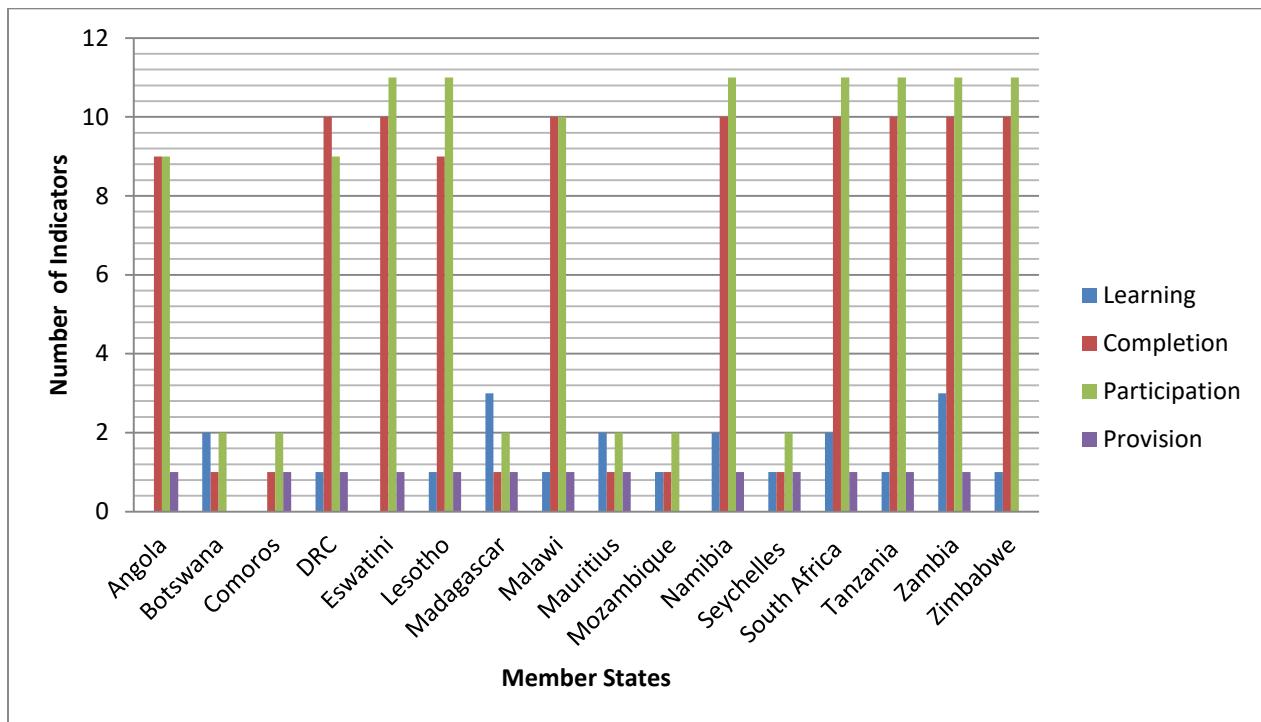
2.1.1 Data Coverage and Quality

Figure 1- DATA Coverage for SDG4 Target 4.1 per Member States based on available 29 UIS Indicators¹



¹See Appendix for more detailed information

Figure 2- SDG 4- Target 4.1 -Free, equitable and quality primary and secondary education across different aspects



Based on Figure 1 and 2, the data coverage is not homogenous across all Member States. In particular, out of 29 UIS indicators, the data coverage for SDG4 target 4.1 is at least 65% for 10 Member States while it is less than 25% for the remaining 6 Member States (Botswana, Comoros, Madagascar, Mauritius, Mozambique, and Seychelles). Considering the components of SDG4 target 4.1, it is found that data on completion and participation rates in 10 out of 16 Member States (Angola, DRC, Eswatini, Lesotho, Mauritius, Namibia, SouthAfrica, Tanzania, Zambia, Zimbabwe) are on overall satisfactory. However, there are important data gaps in terms of learning indicators where data on proficiency levels in reading and mathematics for children and young people is mostly omitted. In this respect, there needs to be more effort from Member States in collecting data on the minimum proficiency level for early primary, primary and lower secondary learners.

2.1.2 Data Quality and Availability time frame

The SDG 4 adopted in 2015, aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. While data is expected to be provided on a yearly basis by Member States to ensure progress towards a sustainable education agenda, there seems to be a delay in compiling and providing updated data. This delay in the submission of official SDGs indicators directly impacts on the quality of data available. In this respect, the table below assesses to what extent the data available for different Member States is currently and immediately usable and up-to-date.

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
Member States	Data availability based on UIS 29 indicators over the last two years (since 2018)
Angola	1
Botswana	1
Comoros	2
DRC	2
Eswatini	1
Lesotho	2
Madagascar	5
Malawi	3
Mauritius	4
Mozambique	4
Namibia	4
Seychelles	4
South Africa	2
Tanzania	4
Zambia	2
Zimbabwe	1

The data needs to be updated for all Member states. While there are Member States which have provided a comprehensive dataset, the percentage of latest data available accounts for less than 20% for the SADC region. As such, the data available for SDG4 target 4.1 needs to be updated by all Member States.

2.2SDG 4- Target 4.2 -Quality early childhood development, care and pre-primary education

2.2.1 Data Coverage and Quality

Figure 3- DATA Coverage for SDG4 Target 4.2 per Member States based on available 8 UIS Indicators

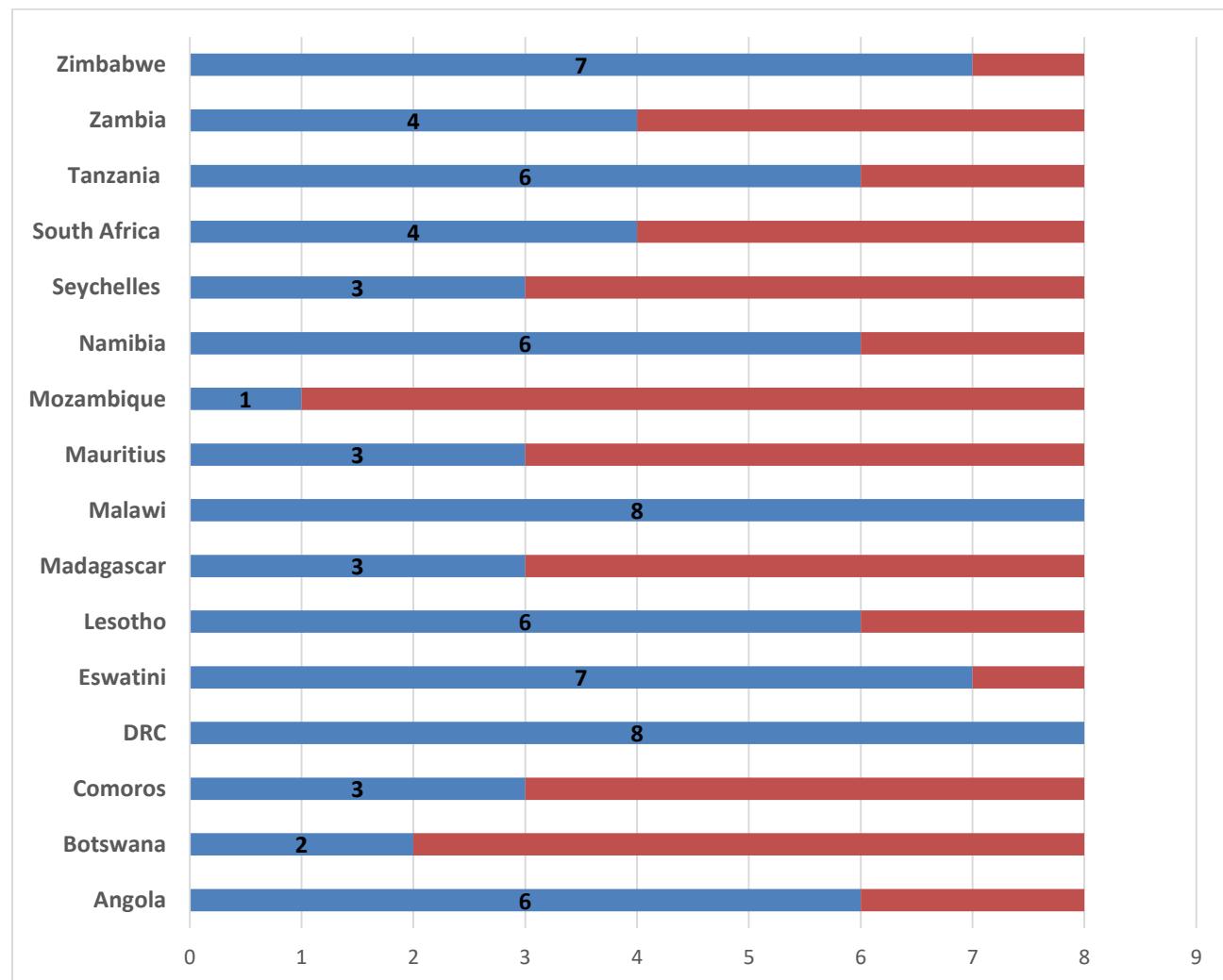
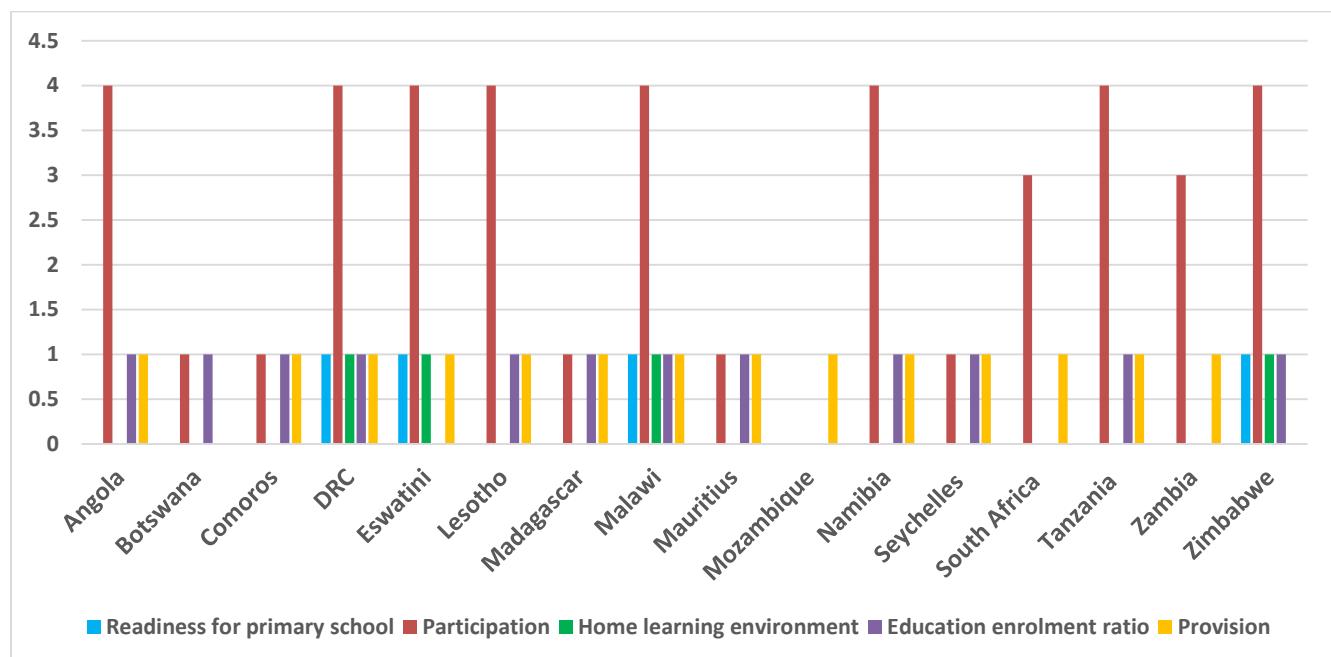


Figure 4- SDG 4- Target 4.2 -Quality early childhood development, care and pre-primary education across different aspects



Based on the above figures, it is found that 8 out of 16 Member States ((Angola, DRC, Eswatini, Lesotho, Malawi, Namibia, Tanzania, Zimbabwe) have reported at least 75% of the required indicators for SDG 4 target 4.2. Considering the aspects of SDG 4 targets in Early Childhood, most Member States have data on participation rates and enrolment ratios. However, it is found that there are data gaps in readiness for primary school and home learning environments. In particular, four Member States (DRC, Eswatini, Malawi and Zimbabwe) have reported on these indicators. To meet the SDG target 4.2, data on the proportion of children under 5 years of age who are developmentally on track as well as the percentage of children experiencing positive and stimulating home learning environments need to be collected.

2.2.2 Data Quality and Availability time frame

In relation to SDG4 target 4.2, the table below assess to what extent the data available for different Member States is currently and immediately usable and useful;

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	
Member States	Data availability based on UIS 8 indicators over the last two years (since 2018)
Angola	1
Botswana	0
Comoros	3
DRC	1
Eswatini	1
Lesotho	1
Madagascar	3
Malawi	1
Mauritius	3
Mozambique	1
Namibia	2
Seychelles	3
South Africa	1
Tanzania	3
Zambia	1
Zimbabwe	0

The data available for all Members States needs clearly to be updated given that more than 50% of the data dates prior to 2018. While some Member States (Malawi and DRC) have provided all data in line with target 4.2 requirements, the overall dataset needs to be updated for more reliable monitoring of the progress made.

2.3SDG 4- Target 4.3- Quality TVET and tertiary education

2.3.1 Data Coverage and Quality

Figure 5- DATA Coverage for SDG4 Target 4.3 per Member States based on available 6 UIS Indicators

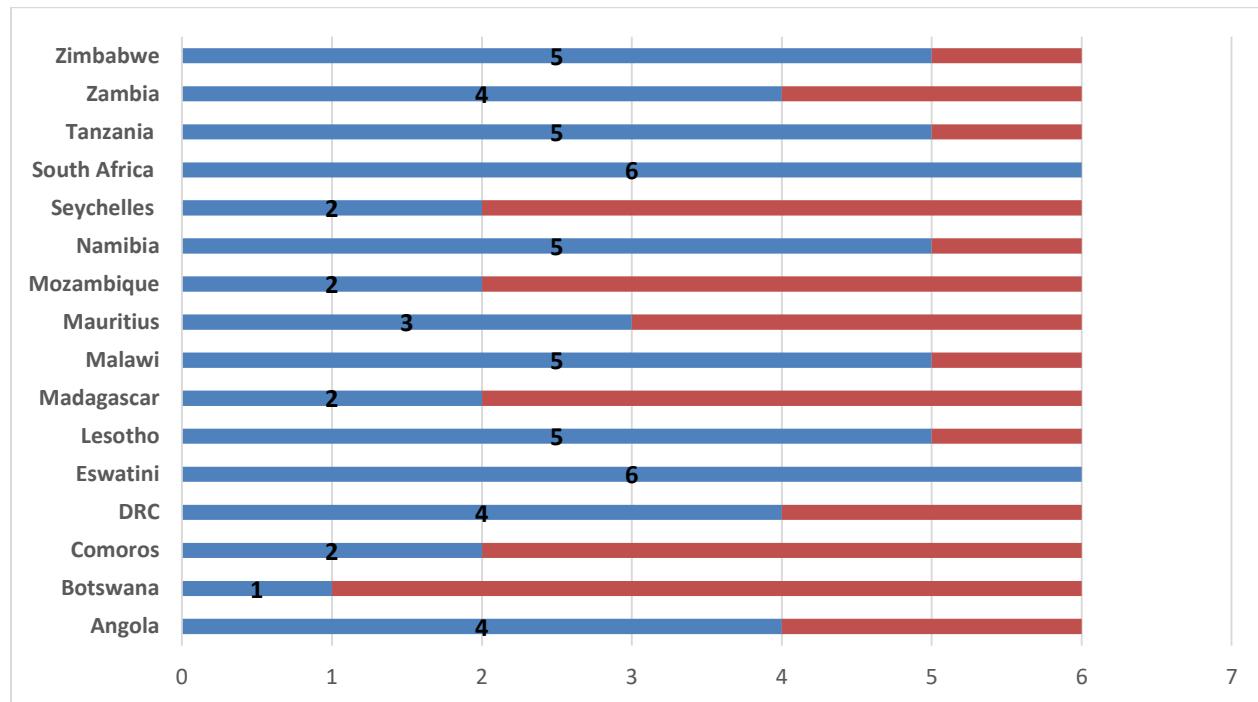
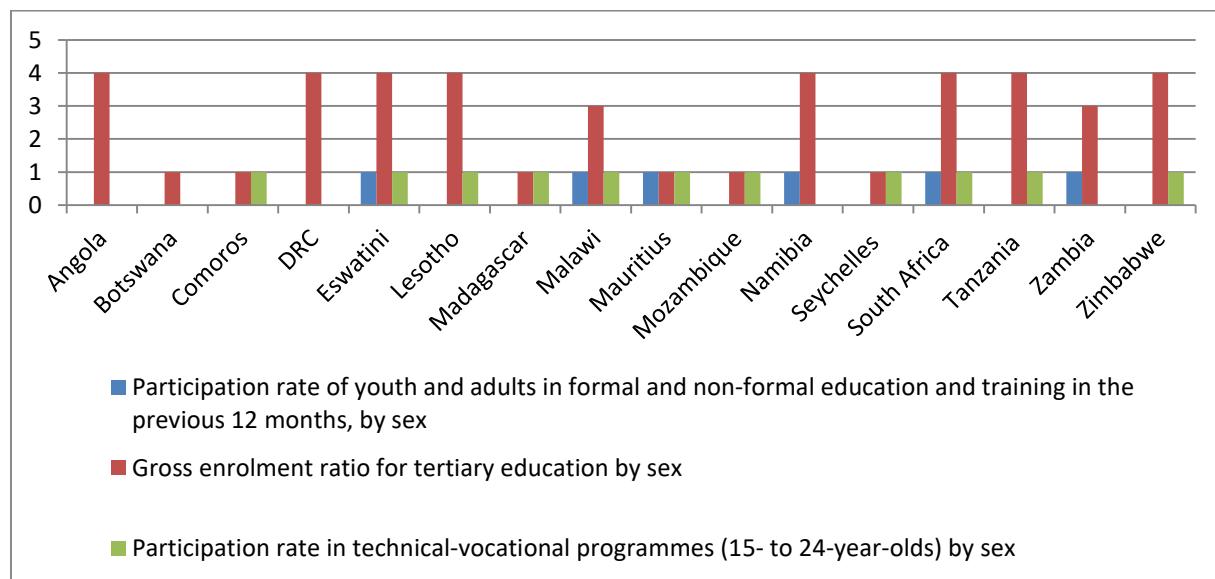


Figure 6- SDG 4- Target 4.3- Quality TVET and tertiary education across different aspects



Based on the above figure, the overall data coverage is more than 65% for 10 out of 16 Member States. When considering the type of data with regards to the post secondary education sector, there seems to be a comprehensive data set on the gross enrolment ratios in the tertiary education sector. However, the data gaps are mainly in participation rate in non-formal education given that 10 out of 16 Member States have not reported on this indicator.

2.3.2 Data Quality and Availability time frame

Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	
Member States	Data availability based on UIS 6 indicators over the last two years (since 2018)
Angola	0
Botswana	0
Comoros	1
DRC	0
Eswatini	0
Lesotho	1
Madagascar	2
Malawi	1
Mauritius	1
Mozambique	1
Namibia	1
Seychelles	2
South Africa	1
Tanzania	0
Zambia	0
Zimbabwe	0

There are 7 out of 16 Member States (Angola, Botswana, DRC, Eswatini, Tanzania, Zambia and Zimbabwe) which have not reported data on higher education since 2018. Overall, the latest data coverage accounts for less than 34% for each Member State. An urgent update on the current data is needed for proper monitoring of SDG4 target 4.3.

2.4SDG 4- Target 4.4-Technical and vocational skills

Data Coverage, Availability and Quality

Figure 7- DATA Coverage for SDG4 Target 4.4 per Member States based on available 2 UIS Indicators

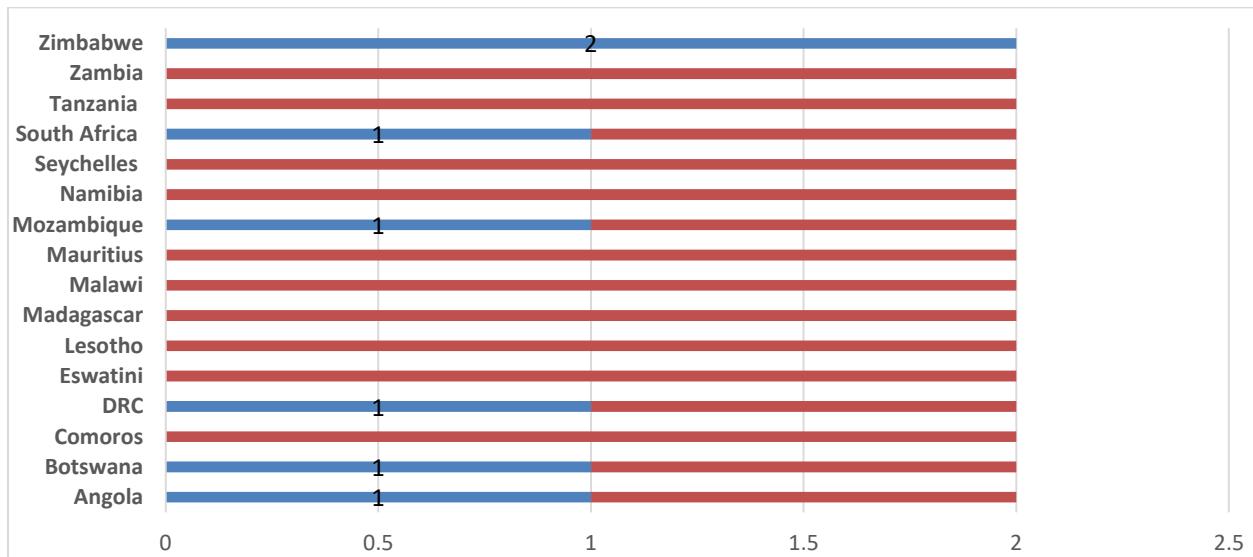
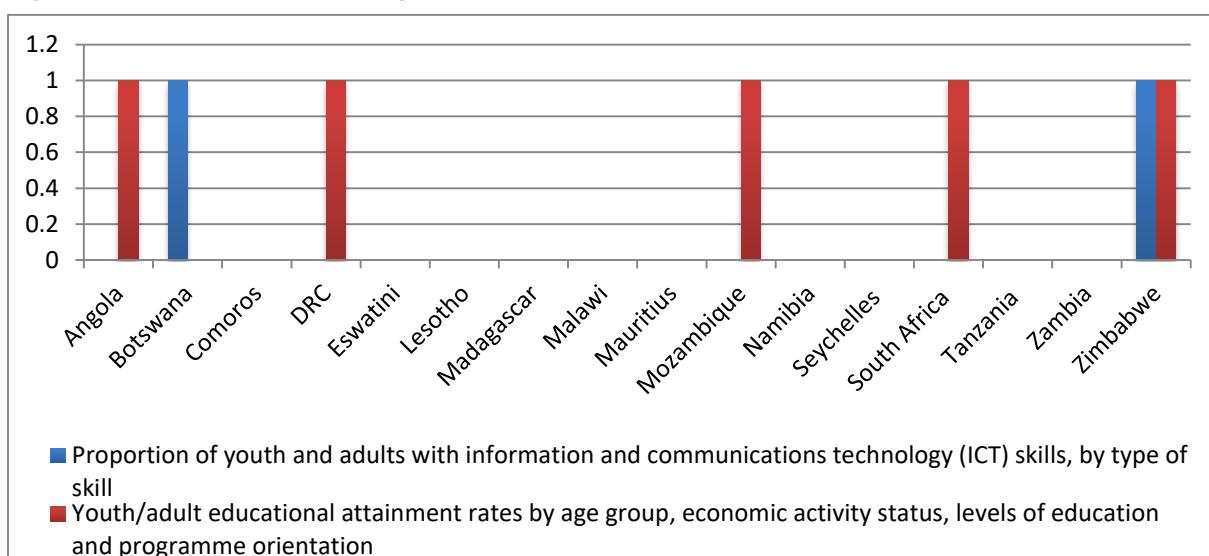


Figure 8- SDG 4- Target 4.4-Technical and vocational skills for each aspect



Based on the above figures, 10 out 16 Member States have difficulty in reporting technical and vocational skills. The proportion of youth and adults with ICT skills are only accessible in two Member States, namely Botswana and Zimbabwe. In addition, the youth/adult educational attainment rates are only reported in 6 Member States (Angola, DRC, Mozambique, South Africa and Zimbabwe).

With regards to the availability time frame, no Member States have reported data on this indicator since 2018. This calls for proper mechanisms to be set up to collect more reliable data.

2.5SDG 4- Target 4.5-Equal access to all levels of education and training for the vulnerable

Data Coverage, Availability and Quality

Figure 9- DATA Coverage for SDG4Target 4.5 per Member States based on available 2 UIS Indicators

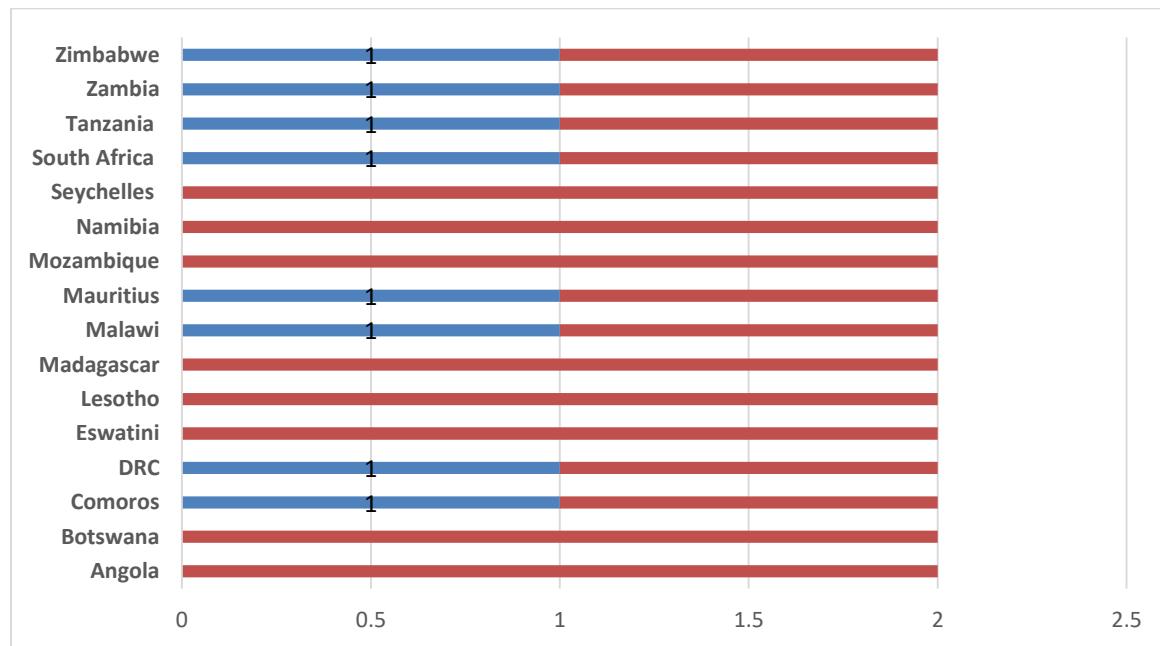
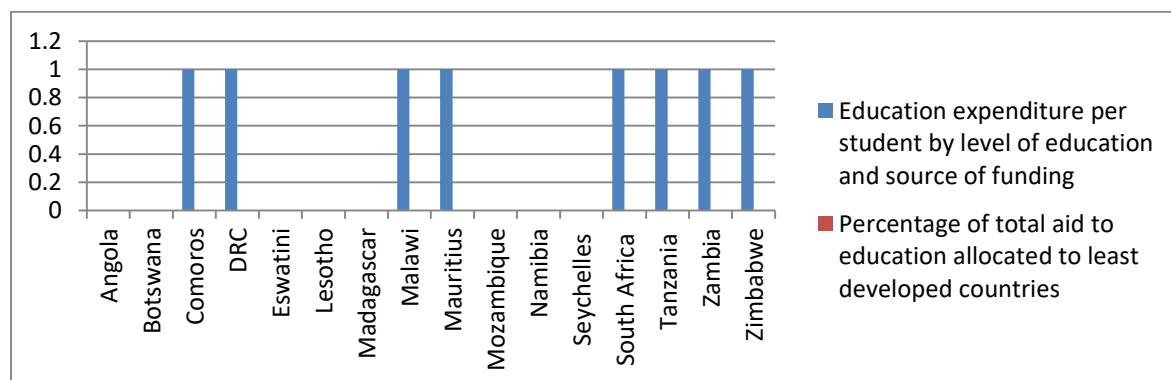


Figure 10- SDG 4- Target 4.5 by Member State and data availability for each aspect



From the above figures, no member states have reported on the percentage of total aid to education allocated although there are eight Member states (Comoros, DRC, Malawi, Mauritius,, South Africa ,Tanzania ,Zambia and Zimbabwe) which have data on education expenditure per student and by level of education.

In terms of latest data availability, only two Member States (South Africa and Mauritius) have reported data since 2018.

2.6SDG 4- Target 4.6-Youth and adult literacy and numeracy

2.6.1Data Coverage and Quality

Figure 11- DATA Coverage for SDG4 Target 4.6 per Member States based on available 3 UIS Indicators

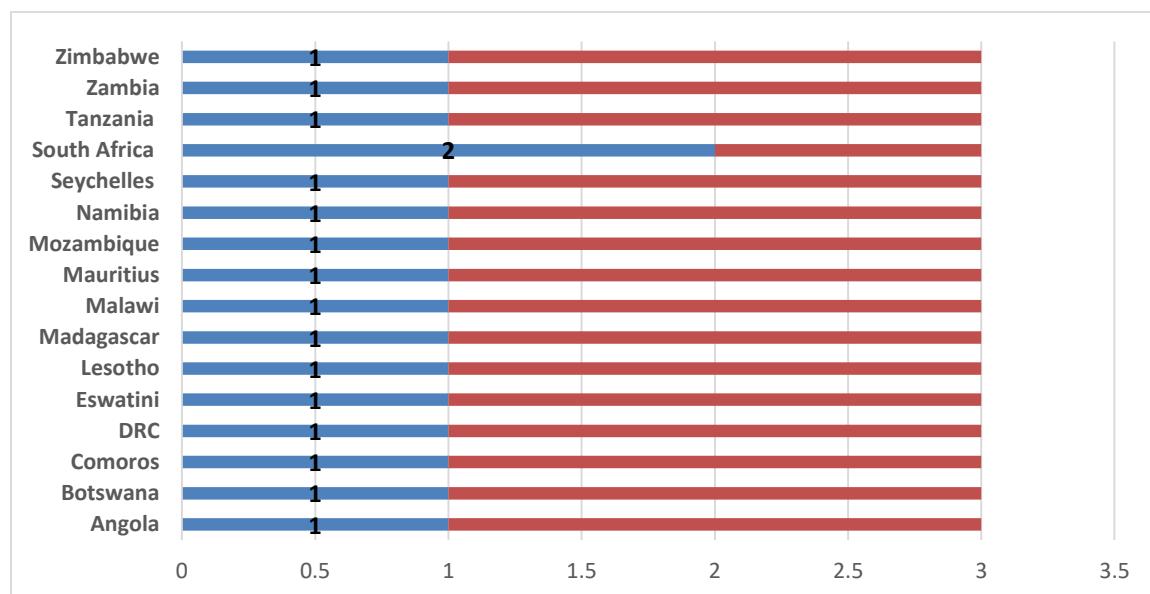
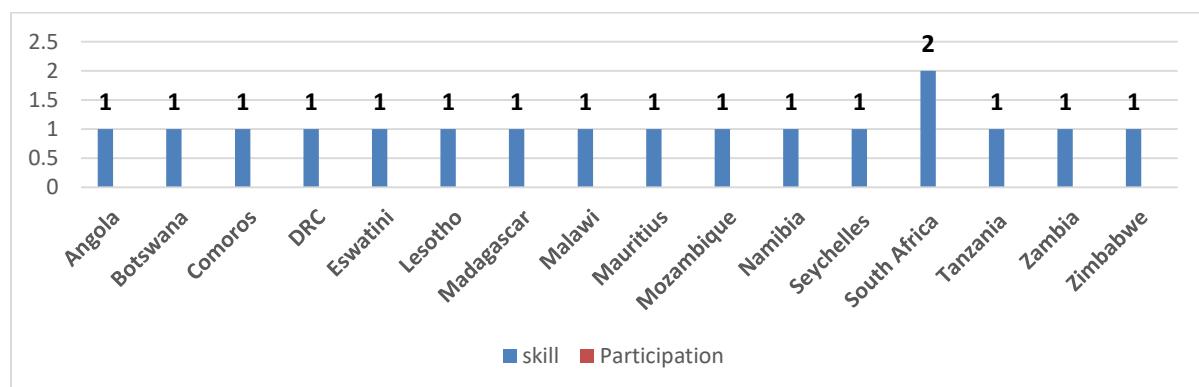


Figure 12-SDG 4- Target 4.6by Member State and data availability for each aspect



The only data available in all Member States relates to Youth/adult literacy rate. However, data is not available for all Member States with regards to the proportion of population in a given age group achieving at least a fixed level of proficiency in either literacy or numeracy skills. Similarly, there are data gaps in relation to the participation rate of illiterate youth/adults in literacy programmes in all Member States.

2.6.2 Data Quality and Availability time frame

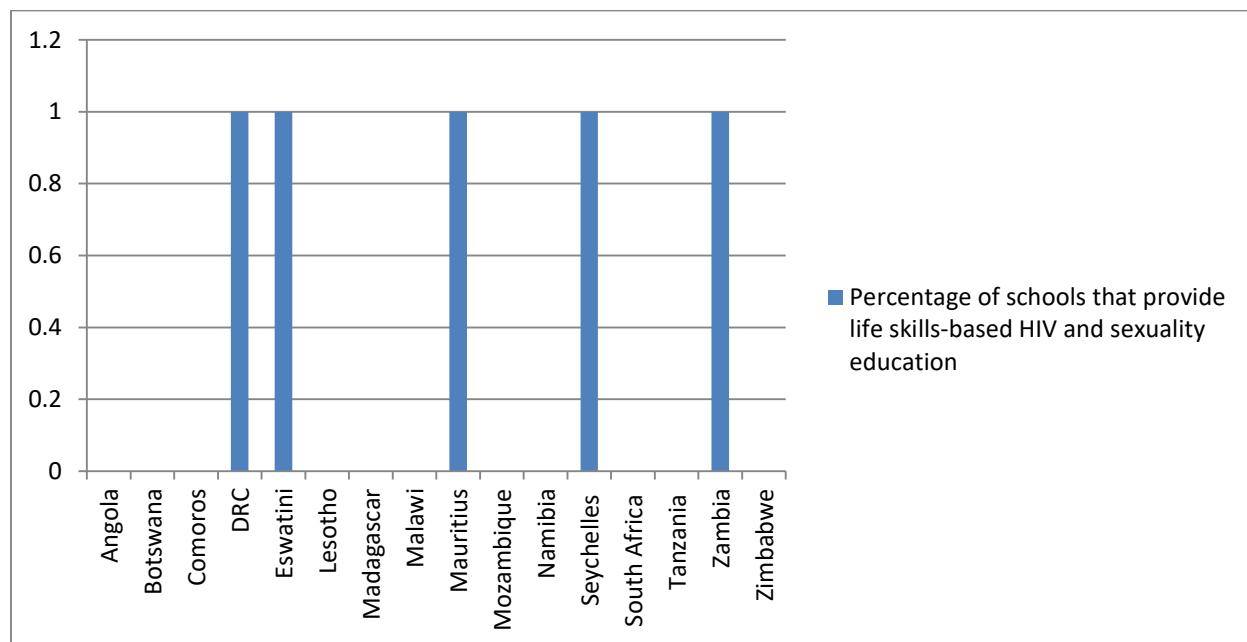
Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	
Member States	Data availability based on UIS 3 indicators over the last two years (since 2018)
Angola	0
Botswana	0
Comoros	1
DRC	0
Eswatini	1
Lesotho	0
Madagascar	0
Malawi	0
Mauritius	1
Mozambique	0
Namibia	1
Seychelles	1
South Africa	0
Tanzania	0
Zambia	1
Zimbabwe	0

Only 6 Member States (Comoros, Eswatini, Mauritius, Namibia, Seychelles and Zambia) have updated data in line with requirements of SG4 target 4.6. The remaining 10 Member States need to consider updating the statistics to reliably track the progress made under the nation-wide skills for numeracy and literacy.

2.7SDG 4- Target 4.7-Knowledge and skills needed to promote sustainable development

Data Coverage, Availability time frame and Quality

Figure 13- DATA Coverage for SDG4 Target 4.7 per Member States based on available One UIS Indicator- Percentage of schools that provide life skills-based HIV and sexuality education



The indicators for SDG4 Target 4.7 are among the most challenging for countries to collect. In particular, only five Member States (DRC, Eswatini, Mauritius, Seychelles and Zambia) reported on the percentage of schools providing life skills-based HIV and sexuality education. In addition, there are no indicators on the knowledge component of target 4.7 being made available on the UIS database. In effect, collection of data on the number of students with adequate understanding of issues relating to global citizenship and sustainability is vital to measure progress on global citizenship. With regards to the reliability of the available data, only two Member States (Mauritius and Seychelles) which are dated after 2018.

2.8SDG 4- Target 4.a-School environment

2.8.1 Data Coverage and Quality

Figure 14- DATA Coverage for SDG4 Target 4.a per Member States based on available 3 UIS Indicators

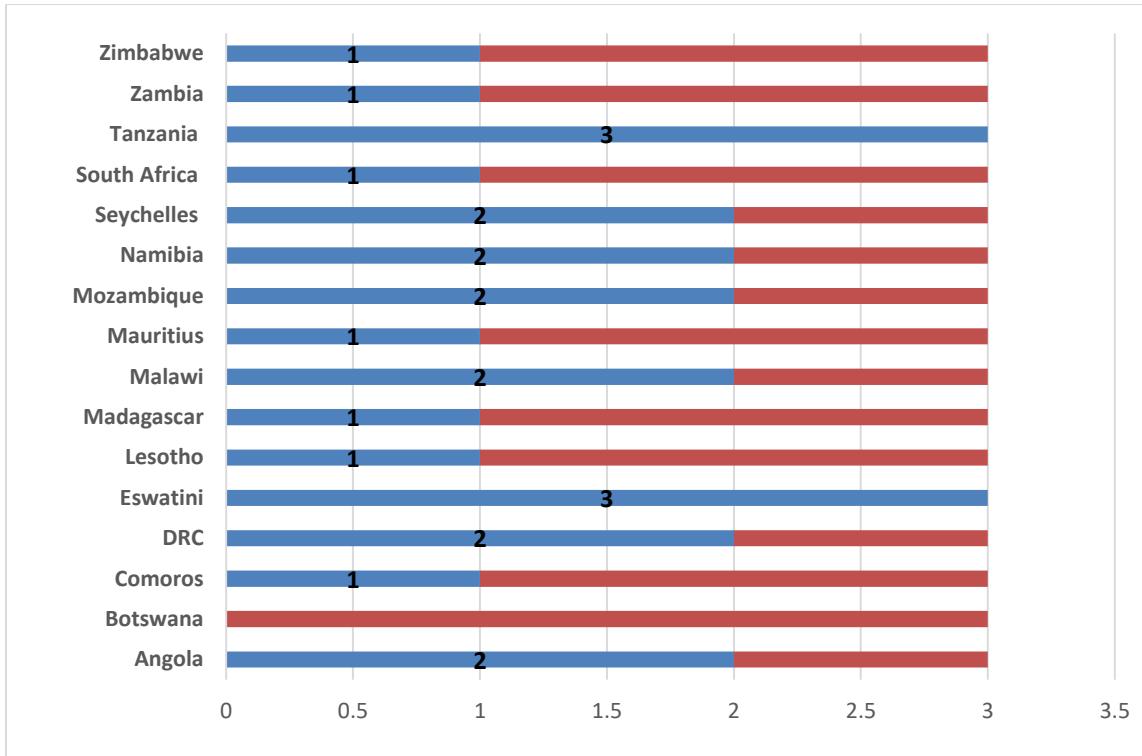
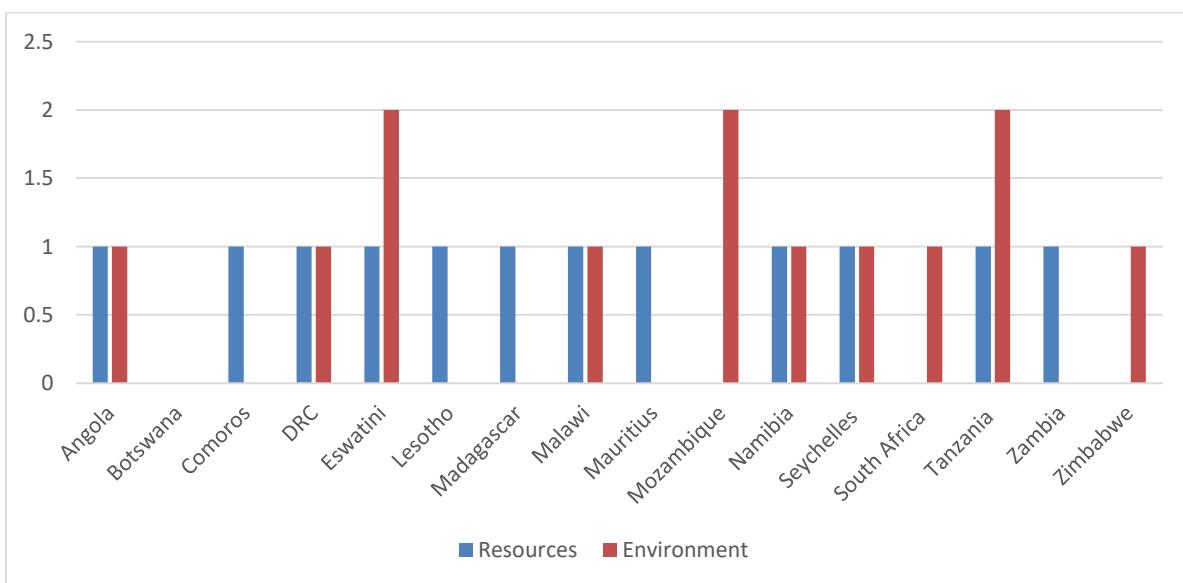


Figure 15- SDG 4- Target 4.aby Member State and data availability for each aspect



Based on the above figures, with the exception of Botswana, all member states have at least one indicator to cover to target 4.a on school environment. In particular, the information on basic resource availability at schools is provided by most Member States. However, the data gaps focus more on the environmental aspect where only three Member States (Eswatini, Mozambique and Tanzania) have reported both on the percentage of students experiencing bullying and number of attacks on students, personnel and institutions.

2.8.2 Data Quality and Availability time frame

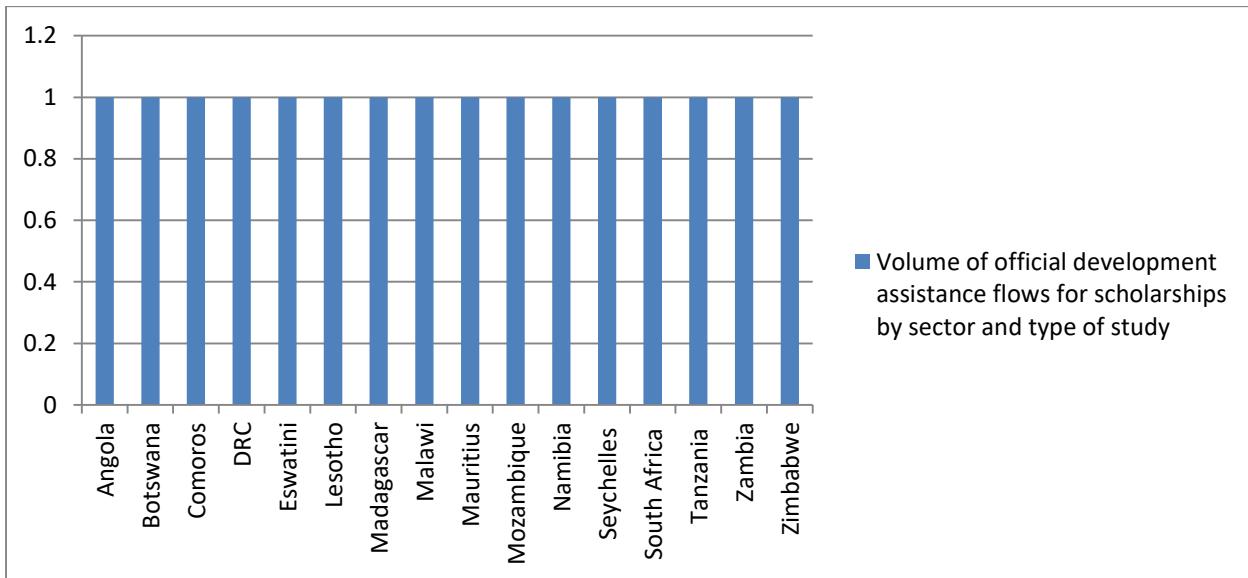
Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
Member States	Data availability based on UIS 3 indicators over the last two years (since 2018)
Angola	0
Botswana	0
Comoros	0
DRC	0
Eswatini	0
Lesotho	0
Madagascar	1
Malawi	1
Mauritius	1
Mozambique	0
Namibia	1
Seychelles	1
South Africa	0
Tanzania	0
Zambia	0
Zimbabwe	0

Although a number of Member States have reported data on school environment, the latest data is only available for five Member States (Madagascar, Malawi, Mauritius, Namibia and Seychelles,) only. In this respect, there needs to be a further call for Member States to provide updated data.

2.9SDG 4- Target 4.b-Scholarships

Data Coverage, Availability time frame and Quality

Figure 16- DATA Coverage for SDG4 Target 4.b per Member States based on available One UIS Indicator-Volume of official development assistance flows for scholarships by sector and type of study



All the Member States have reported on the volume of development assistance for scholarships. However, the major data gaps occur when considering the data availability over the last two years. In particular, there is a call for the data to be updated for all Member States.

2.10SDG 4-Target 4.c-Teachers

2.10.1 Data Coverage and Quality

Figure 17- DATA Coverage for SDG4 Target 4.c per Member States based on available 5 UIS Indicators

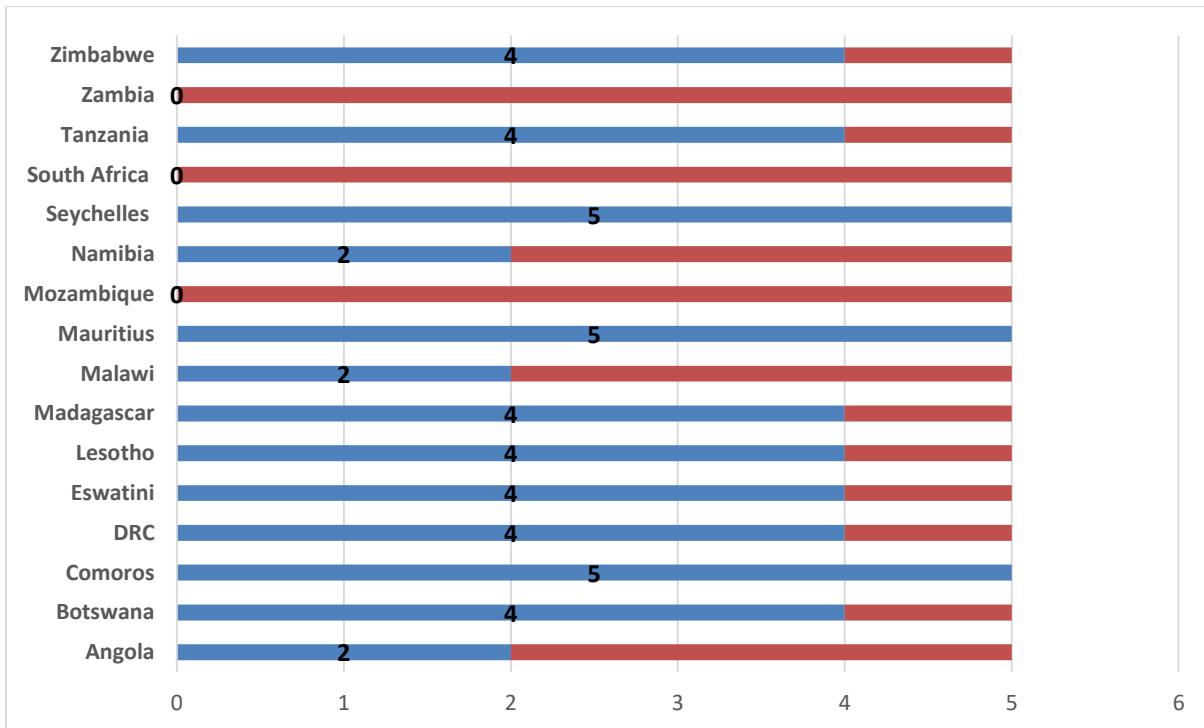
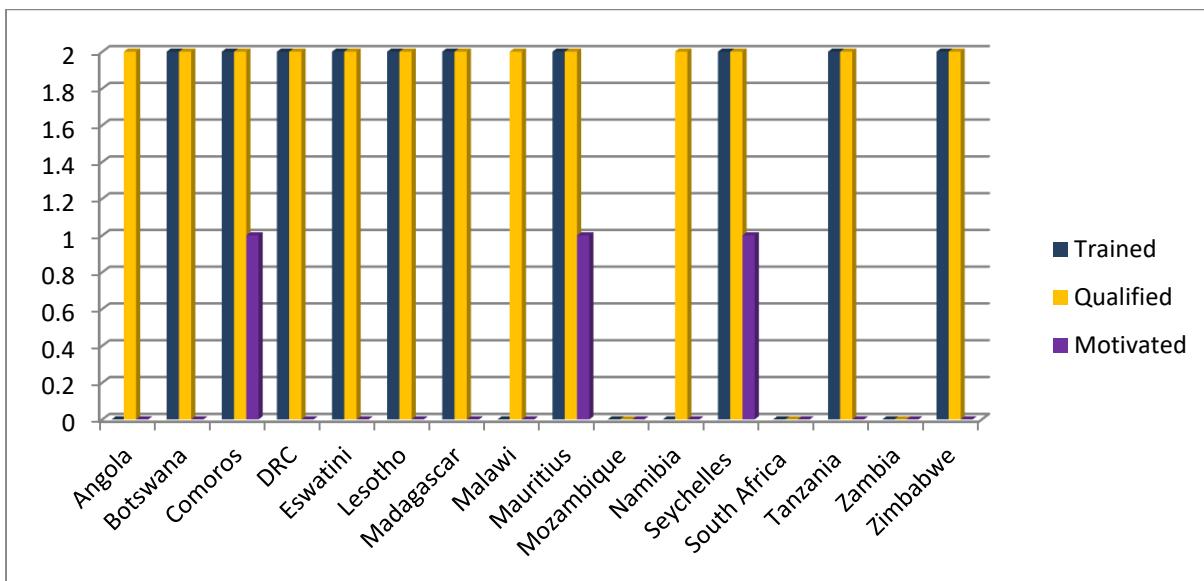


Figure 18- SDG 4- Target 4.cby Member State and data availability for each aspect



Based on the above figures, only three Member States (Mozambique, South Africa and Zambia) have not reported on the data in relation to SDG target 4.c. In general, it is found that data is mostly available on trained and qualified teachers. However, there are serious data gaps on the motivation aspect of target 4.c given that it is only reported by three Member States (Comoros, Mauritius and Seychelles). As such, there is an urgent need for data collection to be geared towards the Teacher attrition rates by education level in many SADC countries.

2.10.2 Data Quality and Availability time frame

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
Member States	Percentage of data availability based on UIS 29 indicators over the last two years (since 2018)
Angola	0
Botswana	0
Comoros	1
DRC	0
Eswatini	0
Lesotho	0
Madagascar	4
Malawi	0
Mauritius	5
Mozambique	0
Namibia	2
Seychelles	4
South Africa	0
Tanzania	0
Zambia	0
Zimbabwe	0

Based on the table above, the data needs to be updated for 11 Member States. In particular, only three Member States (Mauritius, Madagascar and Seychelles) have provided a comprehensive updated dataset on this indicator.

3.0 Education Management Information System (EMIS) in Namibia

The Education Management Information System (EMIS) is an important tool to consolidate national statistics from different stakeholders in the education sector. In Namibia, the EMIS was set up in collaboration with the United Nations Children's Fund (UNICEF) in 2014 under the aegis of the Ministry of Education, Arts and Culture (MoEAC). It is worth mentioning that the MoEAC with the financial and technical support of UNICEF has been able to publish EMIS reports on an annual basis since 2015.

3.1 The current status of EMIS – data coverage, data gaps and quality in relation to the SDG4 targets

3.1.1 SDG 4- Target 4.1 -Free, equitable and quality primary and secondary education

Primary and secondary education	Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes			
Learning	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
	4.1.1 Achieving at least a minimum proficiency level in reading in Grade 2 or 3	No	No	
	4.1.1 Achieving at least a minimum proficiency level in reading at the end of primary education	Yes	No	
	4.1.1 Achieving at least a minimum proficiency level in reading at the end of lower secondary education	No	YES	Junior Secondary Certificate (JSC) examination (Grade 10) results/Namibia Senior Secondary Certificate Ordinary Level (NSSC-O) scores for english
	4.1.1 Achieving at least a minimum proficiency level in mathematics in Grade 2 or 3	No	No	
	4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of primary education	Yes	No	

	4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of lower secondary education	No	YES	Junior Secondary Certificate (JSC) examination (Grade 10) results/Namibia Senior Secondary Certificate Ordinary Level (NSSC-O) scores for mathematics
	4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	No	No	
Completion	4.1.3 Gross intake ratio to the last grade	Yes	Partly available	Net and Gross Enrolment Ratios per grade
	4.1.4 Completion rate, primary education by sex and location	Yes	Partly available	Promotion, repetition and school-leaving rates in Grades 1-11 from 2018 to 2019
	4.1.4 Completion rate, primary education by sex and wealth quintile	Yes	No	
	4.1.4 Completion rate, primary education by sex, location and wealth quintile	Yes	No	
	4.1.4 Completion rate, lower secondary education by sex and location	Yes	Partly available	
	4.1.4 Completion rate, lower secondary education by sex and wealth quintile	Yes	No	
	4.1.4 Completion rate, lower secondary education by sex, location and wealth quintile	Yes	No	
	4.1.4 Completion rate, upper secondary education by sex and location	Yes	Partly available	
	4.1.4 Completion rate, upper secondary education by sex and wealth quintile	Yes	No	
	4.1.4 Completion rate, upper secondary education by sex, location and wealth quintile	Yes	No	
Participation	4.1.5 Out-of-school rate by school age and sex (administrative data)	Yes	Partly available	Dropout from school by region, gender/Distribution of learners by age and gender for each grade
	4.1.5 Out-of-school rate, primary school age by sex and location (household survey data)	Yes	NO	

	4.1.5 Out-of-school rate, primary school age by sex and wealth quintile (household survey data)	Yes	NO	
	4.1.5 Out-of-school rate, primary school age by sex, location and wealth quintile (household survey data)	Yes	NO	
	4.1.5 Out-of-school rate, lower secondary school age by sex and location (household survey data)	Yes	NO	
	4.1.5 Out-of-school rate, lower secondary school age by sex and wealth quintile (household survey data)	Yes	NO	
	4.1.5 Out-of-school rate, lower secondary school age by sex, location and wealth quintile (household survey data)	Yes	No	
	4.1.5 Out-of-school rate, upper secondary school age by sex and location (household survey data)	Yes	NO	
	4.1.5 Out-of-school rate, upper secondary school age by sex and wealth quintile (household survey data)	Yes	NO	
	4.1.5 Out-of-school rate, upper secondary school age by sex, location and wealth quintile (household survey data)	Yes	NO	
	4.1.6 Percentage of children over-age for grade	Yes	Partly available	Apparent intake rates of Grade 1 learners from 2013 to 2019
Provision	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	Yes	NO	

Learning

While the EMIS report has been published since 2015 on an annual basis with a number of key statistics in the primary and secondary education sector, there is no information recorded on proficiency level in reading for primary learners. However, data is available on the performance of students in Mathematics and English for lower and higher secondary learners.

Completion

The EMIS report contains a number of statistics with regards to enrolment ratios across different grades and by gender. The gross intake ratios are also included. However, the EMIS statistics for gross intake ratios as per last grade is not directly aligned with the measures of UIS database and SDG4 guidelines. While it is noteworthy that statistics on promotion, repetition and school-leaving rates in Grades 1-11 from 2018 to 2019 are available, there is no data of completion by location and wealth quintile.

Participation

The Dropout from school by region, gender and Distribution of learners by age and gender for each grade is available on the EMIS. In addition, the apparent intake rates of Grade 1 learners from 2013 to 2019 from the EMIS report can be used to proxy the Percentage of children over-age for grade. However, the data on out-school rate based on wealth quintile for primary and secondary learners is not available.

Provision

According to the Free Primary Education Report (October 2011) from the Ministry of Education, Article 20 of the Namibian Constitution guarantees “*the right to education and provides for compulsory education until the completion of primary education or until the child reaches age 16, whichever comes first. It also obliges the state to establish and maintain state schools “at which primary education will be provided free of charge”*”. This right applies to “every resident within Namibia” and means that all children in Namibia, not just Namibian citizens and not just children in low-income families, are entitled to free primary education. The provision on the right to education is part of the fundamental rights and freedoms which are enforceable by the courts”.

3.1.2SDG 4- Target 4.2 -Quality early childhood development, care and pre-primary education

Early Childhood	Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Readiness for primary school	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	No	NO	
Participation	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex (administrative data)	Yes	YES	Pre-primary enrolment by region, age and gender/Male and female enrolments in Pre-Primary through Grade 12
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex and location (household survey data)	Yes	YES	Pre-primary enrolment by region, age and gender/Male and female enrolments in Pre-

				Primary through Grade 12
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex and wealth quintile (household survey data)	Yes NO		
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex, location and wealth quintile (household survey data)	Yes No		
Readiness for primary school	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments	No NO		
Participation	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	Yes YES		Pre-primary enrolment by region, age and gender/Male and female enrolments in Pre-Primary through Grade 12
Provision	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	No No		

Readiness for primary school

There is no data available both from UIS and EMIS database on Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

Participation

Statistics on Pre-primary enrolment by region, age and gender and Male and female enrolments in Pre-Primary through Grade 12 are accessible through EMIS. In addition, the Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development is accessible through the EMIS. However, participation of organised learning for pre-primary learners by wealth quintile should be collected.

3.1.3SDG 4- Target 4.3- Quality TVET and tertiary education

TVET and Higher Education	Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Participation	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Yes	No	
	4.3.2 Gross enrolment ratio for tertiary education by sex (administrative data)	Yes	YES	Enrolment by Higher Education Institutions and by Sex
	4.3.2. Gross attendance ratio for tertiary education, by sex and location (household survey data)	Yes	YES	Enrolment by Higher Education Institutions and by Sex/ Enrolment by Region of Campus and by Sex
	4.3.2 Gross attendance ratio for tertiary education by sex and wealth quintile (household survey data)	Yes	NO	
	4.3.2 Gross attendance ratio for tertiary education by sex, location and wealth quintile (household survey data)	Yes	NO	
	4.3.3 Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex	No	NO	

The EMIS primarily focuses on pre primary, primary and secondary learners and overlooks the tertiary education sector. As such, the Namibian EMIS does not provide any statistics for students in higher education. Nevertheless, the National Council for Higher Education publishes a statistical yearbook on an annual basis. The yearbook contains data on the Enrolment by Higher Education Institutions and by Sex and Enrolment by Region of Campus. It fulfils the requirements of the Gross enrolment ratio for tertiary education by sex and location (administrative data). However, there is no data on participation rate in technical-vocational programmes (15- to 24-year-olds) by sex as well as on formal and informal education by the youth and adults.

3.1.4SDG 4- Target 4.4-Technical and vocational skills

Skills for work	Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Skills	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	No	YES	Junior Secondary Certificate (JSC) examination (Grade 10) results/Namibia Senior Secondary Certificate Ordinary Level (NSSC-O) scores for Computer Studies
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	No	no	

The EMIS report contains the proportion of primary and secondary learners scoring D or above in Computer Studies as a subject in JSC -full time and NSSC-O. However, data on youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation is not available.

3.1.5SDG 4- Target 4.5-Equal access to all levels of education and training for the vulnerable

Equity	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			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Policy	4.5.1Parity 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	partly available	Percentage of female learners by school phases in each region/Learners with disabilities by grade and gender
	4.5.2 Percentage of students in primary education whose first or home language is the language of instruction	No	partly available	Home languages of learners/Medium of instruction in Grades

			1-3: schools, numbers of learners and class groups
	4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	No no	
	4.5.4 Education expenditure per student by level of education and source of funding	No no	
	4.5.5 Percentage of total aid to education allocated to least developed countries	No no	

The percentage of female learners by school phases in each region is accessible through the EMIS. These local indicators can be used to proxy the parity male/female ratios and across location. Besides, it is worth mentioning that data on Learners with disabilities by grade and gender is accessible on EMIS. However, these data need to be refined to align with the SDG4 specific goals.

In addition, data on Home languages and medium of instruction of learners are available. However, the data needs further computation to align with the requirements of the percentage of students in primary education whose first or home language is the language of instruction. There is also no data on bottom/top wealth quintile in terms of measuring access to vulnerable students.

3.1.6 SDG 4- Target 4.6-Youth and adult literacy and numeracy

Literacy and Numeracy	Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Skills	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	No Partly available		National Literacy Programme enrolments and pass rates from 2013 to 2019
	4.6.2 Youth/adult literacy rate	Yes NO		
Participation	4.6.3 Participation rate of illiterate youth/adults in literacy programmes	No NO		

The EMIS considers the issue of adult learning through the reporting of National Literacy Programme enrolments and pass rates from 2013 to 2019. While this can demonstrate the level of

proficiency in adult learning overtime, data collection is needed for the computation of proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex. Furthermore, other indicators such as Youth/adult literacy rate and Participation rate of illiterate youth/adults in literacy programmes should be included in the EMIS.

3.1.7SDG 4- Target 4.7-Knowledge and skills needed to promote sustainable development

Global Citizenship	Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Provision	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment		Partly available	Teachers trained in Life-Skills-Based HIV and Sexuality Education in 2017-2019
	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education	No	YES	Schools that provided Life-Skills-Based HIV and Sexuality Education from 2017 to 2019/Young people aged 10-24 reached by Life-Skills-Based HIV and Sexuality Education in 2019
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)		NO	
Knowledge	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability		NO	
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience		NO	

The EMIS includes statistics on Comprehensive Life-Skills-Based HIV and Sexuality Education. In particular, key statistics on the numbers of schools that provided Life-Skills-Based HIV and Sexuality Education from 2017 to 2019 as well as Young people aged 10-24 reached by Life-Skills-Based HIV and Sexuality Education in 2019 are available. In addition, statistics on Teachers trained in Life-Skills-Based HIV and Sexuality Education in 2017-2019.

However, statistics on environmental and human right education are not available and will undeniably help to meet the requirements of global citizenship to promote sustainable development.

3.1.8SDG 4- Target 4.a-School environment

	Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all			
School Environment	UNIS INDICATORS		Available on EMIS	
Resources	4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes	Available on UNIS	EMIS INDICATORS Mostly available	Numbers and structural types of teaching facilities/Numbers of schools with electricity supply/Numbers of schools with telephones
	4.a.1 Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities	No	No	
	4.a.1 Proportion of schools with access to basic facilities, all schools	Yes	YES	Provision of sanitary facilities and water supply at schools
Environment	4.a.2 Percentage of students experiencing bullying in the last 12 months	Yes	No	
	4.a.3 Number of attacks on students, personnel and institutions	No	No	

Resources

The EMIS contains a number of indicators on physical facilities available at different schools. In particular, the Numbers and structural types of teaching facilities, Numbers of schools with electricity supply and Numbers of schools with telephones are provided. There is also data on Provision of sanitary facilities and water supply at schools.

However, the data on the proportion of schools with access to the Internet for pedagogical purposes needs to be collected and is vital to assess the SDG4 ambitions with regards to the school environment.

Environment

There is no record on the percentage of students experiencing bullying in the last 12 months and Number of attacks on students, personnel and institutions.

3.1.9SDG 4- Target 4.b-Scholarships

Scholarships	Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Numbers	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	Yes	Partly available	Gross Enrolment by Financial Sponsor
	Number of higher education scholarships awarded by beneficiary country	No	No	

The Volume of official development assistance flows for scholarships is only provided by the UN SDG Global Database from OECD for Namibia. The Namibia higher education statistical yearbook contains only gross enrolment ratios of students which are sponsored. However, it does not provide assistance flows for scholarships by sector and type of study.

3.1.10SDG 4-Target 4.c-Teachers

Teachers	Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Trained	4.c.1 Proportion of teachers who have received at least the minimum organized teacher training	No	YES	Percentages of primary and secondary teachers qualified to teach from 2013 to 2019/Ages and professional and academic qualifications of teachers/Professional and academic qualifications of female and male teachers
	4.c.2 Pupil-trained teacher ratio by education level	No	yes	Learner : teacher ratios from 2013 to 2019/The provision of teachers: numbers of teachers and learner : teacher ratios
Qualified	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution	Yes	YES	Professional and academic qualifications of female and male teachers/Qualifications of teachers in the subjects they taught
	4.c.4 Pupil-qualified teacher ratio by education level	Yes	YES	Professional and academic qualifications of primary teachers/Professional and academic qualifications of secondary teachers/
Motivated	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification		NO	

	4.c.6 Teacher attrition rate by education level	No	YES	Attrition rates of teachers from 2018 to 2019
Supported	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training		NO	

The EMIS contains comprehensive key statistics related to SDG4 indicators on Teachers. In this respect, a number of key statistics on training and qualifications aspects such as proportion of teachers qualified to teach, teacher learner ratios, qualifications of teachers by subjects and by sex. In terms of motivation, there is also data on attrition rates.

However, the only information missing relates to the average teacher salary relative to other professions requiring a comparable level of qualification and the Percentage of teachers who received in-service training in the last 12 months by type of training.

3.2 EMIS Data Challenges

The data challenges from the EMIS are as follows;

Budget and Staff Constraint

Based on Voigts (1999), “*there is still much room for improvement and inclusion of additional essential information. Major promising developments had to be terminated due to a lack of staff and the required competencies*”. Furthermore, “*the EMIS Division normally had about five or six professional staff members, including long-term advisors and volunteers since its inception. Two clerks and three data typists handled the entry of all data on the computer. The EMIS had two expatriate information technology experts working for it at times*”². Indeed, limited budget and number of staff impact negatively on the timely collection and validation of the required data.

Coordination between Secondary and Tertiary Education

The EMIS report contains indicators from primary and secondary education sectors. The higher education statistics are taken care of by the National Council for Higher Education which does not

²Voigts, F.G., 1999. Development of an education management information system (EMIS) in Namibia. *Prospective, Stock-Taking Review of Education in Africa*. Paris: ADEA.

have an EMIS system. It is recommended for a centralised system of data collection to align with the requirements of all components of SDG4. The data collection method used by two different institutions, namely by the Ministry of Education, Arts and Culture (MoEAC) and the National Council for Higher Education is different. While MoEAC ensures that data from primary and secondary learners are recorded and inserted on an EMIS system, such is not the case in higher education statistical yearbooks.

Missing key statistics in line with SDG4 ambitions

There are a number of key aspects which are missing from the EMIS report. For instance, the data by wealth quintile on a number of important SDG4 targets is not available. Data on Scholarships or Youth/adult literacy rate, Out of school rates, percentage of students experiencing bullying, participation rate in technical-vocational programmes (15- to 24-year-olds) by sex amongst others are not reported. In this respect, it is recommended that the EMIS report should ensure that further data should be collected to cover for these missing key statistics.

Methodological Issues in line with the UIS database and SDG4 targets

While there is a list of related statistics on enrolment ratios, adult literacy or drop out ratios on the EMIS system, there are some clear divergences on the UIS indicators and the local indicators. For instance, the Gross intake ratio to the last grade is required for SDG4.3 as per UIS while the Net and Gross Enrolment Ratios per grade is available on EMIS. The data needs to be further processed from the EMIS report to be in line with specific UIS SDG4 indicators. Undoubtedly, there are a number of statistics which are partly available in line with the SDG4 indicators.

Data collection for early childhood and lower primary learners on proficiency

Statistics should be collected on the proficiency level of childhood and lower primary learners. In practice, the fifteen day questionnaire collects only overall pass ratios per grade. However, it does not include pass rate per subject. It is thus important that the pass rate for English and Mathematics subjects be collected for young learners.

3.3 Best practices relevant to other Member States

The following best practices from the Namibian EMIS are worth mentioning;

Collaboration with key international partners

The MoEAChas collaborated with the United Nations Children's Fund (UNICEF) in strengthening the EMIS architecture and functionality since 2014. This collaboration has allowed for technical and financial support for the production of timely, reliable and accurate EMIS reports. In addition, collaboration with UNICEF has led towards capacity building for data planners, enhanced quality-assurance processes and development of a comprehensive web-based data-capturing system.

Existence of a National Annual Education Census

The use of an Annual Education Census (AEC) is of value to the management, administration, regional and national planning, supply of school resources and governance of schools. It has been one of the most important sources of information for a sound EMIS report. The Census is one of the key ingredients for information with regards to monitoring the state of education from year to year. Based on the EMIS report 2019, “....coverage during the AEC 2019 was considered to be 100%, since all registered schools (state and private) submitted census returns”. It is indeed vital for all stakeholders to participate and fill in the Census for a sound EMIS report.

Existence of a Fifteenth School-Day Statistics

In addition to the Annual Education Census, there is also a 15th School-Day Census which is to be completed for all schools in Namibia on the 15th school day in February of the current year. This involves questionnaires sent to schools considering information for operational and planning purposes.

Comprehensive collection data set on Learning and Social Challenges

The EMIS report also contains information on learning and social challenges in Namibia's basic education sector. This is partly consistent with the ambition of SDG4 target 4.5 in terms equal access for education. There is a comprehensive dataset in terms of the reasons for learner dropout

and also segregated by region and gender, learners with physical and learning challenges by gender and enrolments of orphans and vulnerable children.

Comprehensive dataset on the Teachers in line with SDG target 4.c

There is a dedicated set of statistics on teachers in line with SG4 target 4.c. The bulk of the information focused on teacher qualifications, comparisons across regions, years, phases of schooling, subjects taught and age categories. The list of information collected from teachers could be of interest to other Member States in terms of data collection and reporting in meeting the SG4 ambition.

3.4 National legislations and policy framework with respect to SDG4 ambitions

The following Namibian legislations and policy guidelines favour the implementation of SDG4 vision 2030;

Legislations/ Policy Framework	Namibia's 5th National Development Plan (NDP5) 2017/18
Objectives	National Development Plans are to implement and achieve the objectives and aspirations of Namibia's long term vision (Vision 2030). The focus areas for NDP5 are Social Protection, Early Childhood Development, Basic Education, Technical Vocational Education and Training and Higher Education.
Policies towards	By 2022, Namibian children aged 0-8 have a secure educational foundation, through access to ECD services.

SDG4 Targets	<p>By 2022, all learners have access to equitable inclusive quality Education that qualifies them to pursue higher education.</p> <p>By 2022, Namibia has put in place an education system that responds to industrial needs.</p> <p>By 2022, youth are empowered and have adequate opportunities to actively participate in the economy and the youth development index has increased from 0.49 in 2013 to 0.58.</p> <p>The above policies are in line with SDG 4 target 4.2, 4.3, 4.5 and 4.6.</p>
Challenges	<p>The system is fragmented with 5-8 year olds managed by Ministry of Education Arts and Culture (MoEAC), 0-4 by Ministry of Gender Equality and Child Welfare (MGECW) while nutrition and parenting managed by Ministry of Health and Social Service (MoHSS) which leads to duplication of efforts.</p> <p>Poverty and its associated challenges of greater likelihood of illness, maternal death, children being sent to another household or being raised by extended family all undermine a child's access to continuous education.</p> <p>TVET provision is inadequate in terms of access and, in many cases, quality.</p> <p>Access to university education opportunities continues to be low, especially for poor, rural students from marginalised and special needs groups.</p> <p>Access to productive assets, capital, land and skills affects progress in youth empowerment. HIV prevalence rate is still high at 16.3% and 2.3% for age group 15-19 and increasing to 22.8% between the ages 30-34.</p>
Legislations/ Policy Framework	HARAMBEEPROSPERITYPLAN (HHP) 2016
Objectives	Namibian Government's Action Plan towards Prosperity for All- Developed to complement the National Development Plans and Vision 2030.
Policies towards SDG4 Targets	<p>The Social Progression pillar affirms a strong emphasis on Vocational Education Training [VET].</p> <p>Vocational education training will be prioritised in line with core skills needs identified as per National Skills Development Plan.</p> <p>To increase the number of qualified VET trainers from 15,000 in 2015 to 25,000 by 2020;</p> <p>To improve the quality of VET</p> <p>To improve the image of VET nationwide</p> <p>Speed up VET refunds to private sectors who train their employees.</p> <p>The above policies are in line with SDG 4 target 4.3.</p>
Challenges	Research shows that there is huge deficit in vocational skills in the labour market.

Legislations/ Policy Framework	National policy for integration ICT in education
Objectives	ICT Integration for Equity and Excellence in Education- The mission of this policy is to articulate the relevance, responsibility, and effectiveness of integrating ICT in education with a view to meeting the challenges of the 21st century.
Policies towards SDG4 Targets	<p>1. Produce ICT literate citizens;</p> <p>2. Produce people capable of working and participating in the new economies and societies arising from ICT and related developments;</p> <p>3. Leverage ICT to assist and facilitate learning for the benefit of all learners and teachers across the curriculum;</p> <p>4. Improve the efficiency of educational administration and management at every level from the classroom, school library, through the school and on to the sector as a whole;</p> <p>5. Broaden access to quality educational services for learners at all levels of the education system; and to</p> <p>6. Set specific criteria and targets to help classify and categorize the different development levels of using ICT in education.</p> <p>The above policies are in line with SDG 4 target 4.4 and implementation target 4.a.1.</p>
Challenges	This Policy describes what we want to achieve with ICT in education and what must be in place to achieve it. It does not describe how to achieve it.
Legislations/ Policy Framework	Education Act 16 2001
Objectives	To provide for the provision of accessible, equitable, qualitative and democratic national education service
Policies towards SDG4 Targets	<p>The Education Act, Act 16 of 2001, has made provisions for the establishment of School Boards which are responsible for ensuring that all schools provide quality and inclusive education.</p> <p>The above policies are in line with SDG 4 target 4.5 on equity.</p>
Challenges	Effectiveness of School Board members for implementation of inclusive education policies.
Legislations/ Policy Framework	Higher Education Legislations: National Council for Higher Education (NCHE), NTA, NSFAF, NCRST, NQA,

Objectives	<p>NCHE Act 26 of 2003 Promote the establishment of a co-ordinated HE system; promote access to HEIs; promote quality assurance in HE; advise on the allocation of moneys to public HEIs.</p> <p>NQA Act 29 of 1996 Promote quality education and training through the development and management of the NQF; and the accreditation of education and training institutions and courses.</p> <p>NSFAF Act 20 of 2000 Provide financial assistance to students to study the prescribed courses at approved HEIs.</p> <p>NCRST Act 23 of 2004 Ensure, among others, the co-ordination, monitoring, promotion, development, funding, innovativeness and supervision of research, science and technology in Namibia; ensure dedicated, prioritised and systematic funding for research, science and technology application and development in Namibia.</p> <p>NTA Act 1 of 2008 Responsible for the quality assurance and delivery of vocational training programmes that have potential of articulating into higher education programmes.</p>	
Policies towards SDG4 Targets	<p>NCHE Act promote access to HEIs;</p> <p>NCHE Act promote quality assurance in HE</p> <p>NSFAF Act 20 of 2000 Provide financial assistance to students</p> <p>NTA Act 1 of 2008 Responsible for the quality assurance and delivery of vocational training programmes</p> <p>This is in line with SDG 4 target 4.3 on TVET and Higher education</p>	
Challenges	The Annual higher education Statistics handbook is not integrated with the EMIS.	
Legislations/ Policy Framework	National Statistical Act, 2011	
Objectives	The Act provides for the development of the National Statistics System and provide for its components and objectives; to establish the Namibia Statistics Agency and the Board of the Namibia Statistics Agency and provide for their powers and functions.	
Policies towards SDG4 Targets	Schedule 1 of the act states matters on which statistics may be collected, produced, analyzed or disseminated. One of them relates to education and training statistics.	
Challenges	Coverage needs to be aligned with EMIS and UIS database requirements.	
Legislations/ Policy Framework	Sector policy on Inclusive education in 2013 by Ministry of Education	

Objectives	This policy paves the way for all children in Namibia to learn and participate fully in the education system, particularly in the schools commonly referred to as “mainstream schools”. In addition, this policy aims to create a supporting learning environment which is accommodating and learner-centred.
Policies towards SDG4 Targets	Policy framework promotes equal access to education at all levels most particularly for various marginalised groups. This is in line with SDG4 target 4.5.
Challenges	The main challenges result in the implementation strategies.

The review of the policies and legal frameworks in line with SDG4 also imply the right to free primary education. This is ensured by the Namibian Constitution and domestic law.

The Constitution

Article 20 states that all persons shall have the right to education, and that primary education shall be free and obligatory for all children up to the age of 16.

Domestic law

The constitutional provision on compulsory education is implemented by section 53 of the Education Act, which provides that “school attendance is compulsory for every child from the beginning of the year in which the child attains the International Agreements age of seven years, until the day the child completes primary education before reaching the age of 16 years; or the last school day of the year in which the child reaches the age of 16 years”.

The parent of any child for whom school attendance is compulsory has a legal duty to “ensure that such child is registered with a school and regularly attends school”.

Section 38 of the Education Act stipulate that “All tuition provided for primary and special education in state schools, including all school books, educational materials and other related requisites, must be provided free of charge to learners until the seventh grade, or until the age of 16 years, whichever occurs first.”

3.5 Policy Recommendations fostering the strengthening of EMIS

The followings are policy recommendations with regards to strengthening of EMIS and addressing gaps and challenges in Namibia;

Harmonize data and indicators in the census questionnaires with international standards

There are divergences between the indicators reported by EMIS and the SDG4 targets. As an example, Gross intake ratio to the last grade is required for SDG4.3 as per UIS while the Net and Gross Enrolment Ratios per grade is available on EMIS. It is therefore recommended to review and align the current reported EMIS indicators with the international standards.

Better Coordination among Ministries

There are a number of governmental departments/ministries involved in the provision of data in line with the different SD4 targets. The main challenge is inter-ministerial coordination which frequently leads to delays in data reporting. It is recommended to strengthen inter-ministerial linkages and stakeholder partnerships to enhance the quality and sharing of national educational statistical data. A collaborative agreement document among the relevant ministries could help in designating the specific responsibilities of each party.

Collection of data on wealth quintile, literacy and proficiency

While there a number of statistics which have been reported through the EMIS, there is no data on bottom/top wealth quintile in terms of measuring access to vulnerable students. Furthermore, other indicators such as Youth/adult literacy rate and Participation rate of illiterate youth/adults in literacy programmes are not available. The proficiency level of childhood and lower primary learners is missing. It is recommended that those missing key data be collected in line with the SDG4 ambitions.

Integrating the Higher Education Sector data in the EMIS

The current EMIS system is under the aegis of the Ministry of Education, Arts and Culture (MoEAC) and only caters for statistics in the pre-primary, primary and secondary education sector. It is recommended to integrate education data with the production of a consolidated statistical report across all levels. In this respect, data from the National Council for Higher Education should be integrated in the EMIS.

Develop an EMIS capacity building plan for the sector

The formulation of an EMIS capacity building plan will improve the staff skills and competencies to understand the framework and system in place for collecting, processing and reporting data in line with the SDG4 targets. In this respect, a strategic capacity building plan at different levels ranging for staff in the EMIS division to principal officers working in different schools must be developed.

Explore the use of electronic data capturing and dissemination tools

One of the main challenges of the surveys remain the manual process of data collection. One of the ways to improve the accuracy, transparency and timely collection of data is to explore the use of online tools for data capturing from different stakeholders. However, this recommendation depends on a number of considerations such as financial resources and willingness of stakeholders to change their traditional reporting methods.

4.0 EMIS and Country case study: Zimbabwe

The Zimbabwean education sector is run by two major ministries. These are the Ministry of Primary and Secondary Education (MoPSE) and Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD). The Primary and Secondary Education Statistics Report presents the performance of the education sector on an annual basis using data from the Education Management System (EMIS) collected by authorized schools. The MoPSE sets out a 20-page annual school census in more than 8000 schools. The Ministry has invested in the Strategic Policy Planning, Research and Statistics Department (SPPRSD) in data gathering and consolidation as well as storage and transmission of information relating to the education sector through the Education Management Information System (EMIS) and the Teacher Development Information System (TDIS). In addition, UNICEF has supported the MoPSE to strengthen the EMIS system with the decentralization, web-based capture and cleaning of 2016 data to ensure the timely availability of data.

4.1 The current status of EMIS – data coverage, data gaps and quality in relation to the SDG4 targets

4.1.1 SDG 4- Target 4.1 -Free, equitable and quality primary and secondary education

Primary and secondary education	Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes			
Learning	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
	4.1.1 Achieving at least a minimum proficiency level in reading in Grade 2 or 3	No	No	
	4.1.1 Achieving at least a minimum proficiency level in reading at the end of primary education	No	yes	Grade 7 Pass Rate for General Paper on overall and by gender reported

Completion	4.1.1 Achieving at least a minimum proficiency level in reading at the end of lower secondary education	No	No	
	4.1.1 Achieving at least a minimum proficiency level in mathematics in Grade 2 or 3	No	No	
	4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of primary education	No	yes	Grade 7 Mathematics Pass rate on overall and by gender reported
	4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of lower secondary education	No	No	
	4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	Yes	no	
	4.1.3 Gross intake ratio to the last grade	Yes	yes	Primary School Apparent and Net Intake Rates/Secondary School Apparent and Net Intake Rates
	4.1.4 Completion rate, primary education by sex and location	Yes	yes	Completion Rate by Level of Education and Sex and Province,
	4.1.4 Completion rate, primary education by sex and wealth quintile	Yes	No	No data on wealth quintile
	4.1.4 Completion rate, primary education by sex, location and wealth quintile	Yes	No	
	4.1.4 Completion rate, lower secondary education by sex and location	Yes	yes	Completion Rate by Level of Education and Sex and Province,
	4.1.4 Completion rate, lower secondary education by sex and wealth quintile	Yes	No	
	4.1.4 Completion rate, lower secondary education by sex, location and wealth quintile	Yes	No	

	4.1.4 Completion rate, upper secondary education by sex and location	Yes	yes	Completion Rate by Level of Education and Sex and Province,
	4.1.4 Completion rate, upper secondary education by sex and wealth quintile	Yes	No	
	4.1.4 Completion rate, upper secondary education by sex, location and wealth quintile	Yes	No	
Participation	4.1.5 Out-of-school rate by school age and sex (administrative data)	Yes	yes	Dropouts by Level of Education and Sex / Dropouts per grade
	4.1.5 Out-of-school rate, primary school age by sex and location (household survey data)	Yes	Partly available	Dropouts per grade and sex
	4.1.5 Out-of-school rate, primary school age by sex and wealth quintile (household survey data)	Yes	No	
	4.1.5 Out-of-school rate, primary school age by sex, location and wealth quintile (household survey data)	Yes	No	
	4.1.5 Out-of-school rate, lower secondary school age by sex and location (household survey data)	Yes	Partly available	Dropouts per grade and sex
	4.1.5 Out-of-school rate, lower secondary school age by sex and wealth quintile (household survey data)	Yes	No	
	4.1.5 Out-of-school rate, lower secondary school age by sex, location and wealth quintile (household survey data)	Yes	No	
	4.1.5 Out-of-school rate, upper secondary school age by sex and location (household survey data)	Yes	Partly available	Dropouts per grade and sex
	4.1.5 Out-of-school rate, upper secondary school age by sex and wealth quintile (household survey data)	Yes	No	
	4.1.5 Out-of-school rate, upper secondary school age by sex, location and wealth quintile (household survey data)	Yes	No	
Provision	4.1.6 Percentage of children over-age for grade	Yes	yes	Primary School Enrolment by Grade and Age,
	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	No	No	

Learning

The EMIS 2019 reports a limited data set with regards to the pass rates in general paper and mathematics only for grade 7 students. However, proficiency level in terms of reading and numeracy skills for grade 2/3 and lower secondary learners are not available.

Completion

There is a comprehensive data set available on intake and completion rates by level of education, gender and locations in line with the SDG4 targets. However, the completion rates across the wealth quintiles need to be collected.

Participation

Dropout rates as well as the percentage of children over-age for grade are accessible through the EMIS report. However, the dropout rates need to be segregated across locations. Also, the dropout rates by wealth quintiles should be made available in the EMIS report across all levels of education.

Provision

Education Act 2004, [Chapter 25:04], “*It is the objective in Zimbabwe that primary education for every child of school-going age shall be compulsory and to this end it shall be the duty of the parents of any such child*”. However, amendments were brought in March 2020, where the act stated that under Compulsory education, “*every child shall be entitled to compulsory basic state funded education. Any parent who deprives their child the right to basic state funded education shall be guilty of an offence and liable to a fine not exceeding level 6 or to imprisonment for a period not exceeding two years*”.

4.1.2SDG 4- Target 4.2 -Quality early childhood development, care and pre-primary education

Early Childhood	Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Readiness for primary school	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Yes	No	
Participation	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex (administrative data)	Yes	yes	ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province,
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex and location (household survey data)	Yes	yes	ECD Gross Enrolment Ratio, Net Enrolment Ratio by Sex, GPI and Province,
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex and wealth quintile (household survey data)	Yes	no	
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex, location and wealth quintile (household survey data)	Yes	no	
Readiness for primary school	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments	Yes	no	
Participation	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	Yes	yes	ECD A School Age Population and Enrolments by Sex and Province/Infant School Age Population and Enrolments by Sex and Province
Provision	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	No	no	

Readiness for primary school

There is no data available from EMIS database on Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex. However, this data is published in the UIS database although it needs to be updated.

Participation

There is an overall comprehensive dataset through the EMIS on the participation rate in organized learning for Early Childhood learners and it is also categorized by sex and location. However, data on wealth quintile is not provided by the EMIS though it is available on the UIS database.

4.1.3SDG 4- Target 4.3- Quality TVET and tertiary education

TVET and Higher Education	Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Participation	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 Partly available		Total Enrolment in NFE Programmes (Primary and Secondary Education Levels) by, Sex and Province,
	4.3.2 Gross enrolment ratio for tertiary education by sex (administrative data)	Yes no		No official data from the Ministry of Tertiary and Higher Education
	4.3.2 Gross attendance ratio for tertiary education, by sex and location (household survey data)	Yes no		
	4.3.2 Gross attendance ratio for tertiary education by sex and wealth quintile (household survey data)	Yes no		
	4.3.2 Gross attendance ratio for tertiary education by sex, location and wealth quintile (household survey data)	Yes no		
	4.3.3 Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex	Yes no		

The total Enrolment in (Non Formal Education) NFE Programmes (Primary and Secondary Education Levels) is provided by Sex and Province through the EMIS report. It is important to note that the EMIS only focuses on the primary and secondary education sector. Still, there is no published data on participation rates for TVET and Higher Education learners provided by the Ministry of Tertiary and Higher Education.

4.1.4SDG 4- Target 4.4-Technical and vocational skills

Skills for work	Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Skills	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Yes	no	
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	Yes	no	

The EMIS report does not cover data on youth/adult educational attainment rates and their ICT skills. However, such data is provided by the UIS database.

4.1.5SDG 4- Target 4.5-Equal access to all levels of education and training for the vulnerable

Equity	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			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Policy	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)		Partly Available	New Entrants into Grade 1, Apparent Net Intake for Primary and Secondary by Gender Parity Index

	available) for all education indicators on this list that can be disaggregated		(GPI)/School Orphaned and Vulnerable (OVC) by Sex and Province,/Impairments by Education Level, Sex and Province,
4.5.2 Percentage of students in primary education whose first or home language is the language of instruction		no	
4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations		no	
4.5.4 Education expenditure per student by level of education and source of funding	Yes	Partly available	Primary School Learners with Funding Assistance by Type, Sex and Province/Secondary School Learners with Funding Assistance by Type, Sex and Province
4.5.5 Percentage of total aid to education allocated to least developed countries	No	no	

Data on New Entrants into Grade 1, Apparent Net Intake for Primary and Secondary by Gender Parity Index (GPI), School Orphaned and Vulnerable (OVC) by Sex and Province as well as Impairments by Education Level, Sex and Province is in line with the aspect of equity with regards to target 4.5. In addition, the EMIS also report data on Primary and Secondary School Learners with Funding Assistance by Type, Sex and Province.

4.1.6SDG 4- Target 4.6-Youth and adult literacy and numeracy

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Literacy and Numeracy	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Skills	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	No	No	
	4.6.2 Youth/adult literacy rate	Yes	No	
Participation	4.6.3 Participation rate of illiterate youth/adults in literacy programmes	No	No	

There is no data being published on youth and adult literacy and numeracy skills. There needs to be a substantial effort to gather and monitor information on the youth/adult literacy rate.

4.1.7SDG 4- Target 4.7-Knowledge and skills needed to promote sustainable development

Global Citizenship	Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Provision	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	No	No	
	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education	No	No	
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	No	No	

Knowledge	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	No	No	
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	No	No	

There is no information on the aspect of Global Citizenship in line with target 4.7. In particular, it is recommended that data on the percentage of schools that provide life skills-based HIV and sexuality education be collected and handled by the EMIS.

4.1.8SDG 4- Target 4.a-School environment

School Environment	Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Resources	4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes	no	YES	Schools Without Electricity by Education Level and Province/Schools With Internet Connectivity by Level of Education and Province/Primary School Computers for Learners, Teachers and Administration/Primary and Secondary Schools, Percentage with Computers,
	4.a.1 Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities	No	No	
	4.a.1 Proportion of schools with access to basic facilities, all schools	No	YES	Learners and Teachers to Toilet Ratios by Sex/Percentage of Toilets by Type, Sex and Level of Education/Primary Schools and

			Secondary Schools with Access to Water and Water Sources by Type and Province
Environment	4.a.2 Percentage of students experiencing bullying in the last 12 months	No	No
	4.a.3 Number of attacks on students, personnel and institutions	Yes	No

Resources

There is a wide-ranging of key statistics on the proportion of schools with access to electricity, internet connectivity and access to computers being provided by the EMIS report.

In addition, data on Learners and Teachers to Toilet Ratios by Sex, Percentage of Toilets by Type, Sex and Level of Education, Primary Schools and Secondary Schools with Access to Water and Water Sources by Type and Province are published in the EMIS report. However, data on hand wash sanitation facilities should be clearly indicated and defined.

Environment

There is no data on the School's environment in terms of students' bullying or the number of attacks on students and personnel.

4.1.9SDG 4- Target 4.b-Scholarships

Scholarships	Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries
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	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Numbers	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	Yes	No	
	Number of higher education scholarships awarded by beneficiary country		No	

The volume of official development assistance flows for scholarships by sector and type of study is provided only the UIS database. Such data is not available from the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD).

4.1.10SDG 4-Target 4.c-Teachers

Teachers	Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Trained	4.c.1 Proportion of teachers who have received at least the minimum organized teacher training	Yes	Yes	Teachers by Level and Training/school Learner Trained Teacher Ratio,
	4.c.2 Pupil-trained teacher ratio by education level	Yes	yes	primary school Learner Trained Teacher Ratio /secondary school Learner Trained Teacher Ratio
Qualified	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution	Yes		ECD Teachers by Qualification Status and Sex/ECD Teachers by Teaching Experience and Sex,

	4.c.4 Pupil-qualified teacher ratio by education level	Ys	yes	ECD Learner -Teacher Ratios/Learner to Trained Teacher Ratio/Primary School Teachers by Qualification and Sex/Primary School Teachers by Teaching Experience/Learner to Trained Teacher Ratio//Secondary School Teachers by Qualification Status and Sex,Learner to Trained Teacher Ratio/
Motivated	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification	No	No	
	4.c.6 Teacher attrition rate by education level	No	No	
Supported	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training	No	Partly available	Percentage teachers trained per level of education per year

All relevant data in relation to Target 4.c is contained in the EMIS report with the exception of two indicators. In particular, the teacher attrition rates and the type of training which the teachers have received over the last 12 months is not being reported.

4.2 EMIS Data Challenges

The data challenges from the EMIS are as follows;

Review Types of data collected

There is a need for data collectors to know what each SDG indicator means and what data to collect. In this respect, the data collection methods need to be reviewed in ensuring that relevant data is collected in line with the SDG4 ambitions. Similarly, the questionnaires need to be fine tuned to feed into SDG4 data requirements rather than attempting to make current available data meet the SDG4 indicators.

Difficulties in gathering data for Private and unregistered institutions

The MoPSE has difficulties in receiving data back from some private and unregistered institutions. While the law provides sanctions to government school administrators, there are limited effective sanctions against non-compliance by unregistered institutions.

No defined EMIS Policies

There are no EMIS policies to guide and underline the roles and responsibilities of EMIS staff at school, district, provincial and national levels. The data expectations and requirements of data providers, data collectors and EMIS staff should be clearly defined to know the scope of their interventions. An EMIS policy will indeed be helpful in guiding the implementation of EMIS activities.

Different Methodological Standards

There are some clear divergences on the UIS indicators and the local indicators. There are a number of statistics which are partly available in line with the SDG4 indicators. For instance, dropout rates are available per grade and gender but not by location. In addition, the total Enrolment in Non Formal Education Programmes is available for Primary and Secondary Education Levels but do not exactly match the data requirement of youth in Non-Formal Education Programmes as defined by SDG target 4.3.1. The data needs to be further processed from the EMIS report to be in line with specific UIS SDG4 indicators.

No EMIS unit in Higher Education Sector

There is no EMIS department in place at the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD). While there is a dedicated EMIS department at the MoPSE, there is no formal method for integrating the data collected from the Ministry of higher education in an EMIS report. In particular, there is no publicly available statistics on the enrolment ratios in TVET and higher education institutions. It is recommended for a coherent policy towards the integration of higher education statistics in the EMIS.

No data of Skills for work, Literacy and Numeracy as well as global Citizenship

The SDG targets 4.4, 4.6 and 4.7 remain a challenge for data collection. In particular, the EMIS report does not report the data on Proportion of youth and adults with information and communications technology (ICT) skills. There are also challenges in collecting data on proficiency levels for different age groups. In addition, efforts could be made to collect data on the percentage of schools that provide life skills-based HIV and sexuality education in line with the global citizenship targets.

Staffing and Budget Constraints

The EMIS unit has five dedicated staff under the Ministry division and do not have a standalone budget to service its full funding requirements. Following the survey from the EMIS division, there is a need to increase the budget and resources for the efficient running of the EMIS.

Review the Data Collection Method

Hard copies of the Questionnaires are sent to heads of schools and there are challenges with manual data collection. These challenges can be mainly the time taken to collect and compile all the data, delays in submission and collection, data feed into the EMIS, monitoring of manual forms amongst others.

4.3 Best practices relevant to other Member States

The following best practices from the EMIS are worth mentioning;

Availability and Administration of Annual Censuses

The Ministry of Primary and Secondary Education (MoPSE) conducts an annual school census in more than 8000 schools and collects key data in the education sector such as school supplies, infrastructure of schools and teacher allocation amongst others. The questionnaires are sent to schools which are subsequently returned to the district education office for compilation. In addition, specialised surveys are conducted periodically in collaboration with partners/stakeholders to supplement data sourced from the school census.

Legal framework for data collection

The country has a Census and Statistics Act to guide the coordination, provide for the collection and processing of national statistics. In addition, there are clear legal provisions on the collection of information for production and dissemination of education and training statistics. Article 23, Articles 17 of the Education Act [Chapter 25:04], Article 68 of the Manpower Planning and Development Act [28:02], and the Public Service Regulations make provisions for the Ministries of Education to have a clear mandate to collect and process statistical data for institutions under their authority. In addition, the law (Part VIII section 44 of the Public Service Regulations), provides sanctions to school administrators for non-compliance to data requests by the Ministry. With regards to higher education, Articles 17 and 68 of the Manpower Planning and Development Act, Act 24/1994, 1/2001 provides the directives for data collection for Technical, Vocational and University Education.

Collaboration with the national statistical agency

There is collaboration between the Ministries of Education and Zimbabwe National Statistics Agency (ZIMSTAT) which has a national and legal mandate to collect data. In particular, there is a joint collaboration between Ministries and ZIMSTAT to conduct specific surveys in the education sector.

Comprehensive dataset on the Teachers in line with SDG target 4.c

There is a dedicated set of statistics on teachers in line with SG4 target 4.c. Teachers by Level and Training, School Learner Trained Teacher Ratios, Teachers by Qualification Status and Sex, Teachers by Teaching Experience and Sex, Percentage teachers trained per level of education per year are some of the key statistics meeting most the data requirements of SDG target 4.c.

Data quality and monitoring

There are mechanisms to validate EMIS data in Zimbabwe. Supervisors are in place to verify the reliability of the information collected prior to data input on the EMIS. There are good methodological processes aligned for data collection, processing, publication and dissemination. Data audit is undertaken by district inspectors to check and validate the data provided by schools. There is also a periodic audit undertaken by education stakeholders to monitor whether schools are reporting reliable data.

4.4 National legislations and policy framework with respect to SDG4 ambitions

Chapter [2;27] of the Zimbabwe Constitution relates to Education. It is stated that “the State must take all practical measures to promote a. free and compulsory basic education for children; and b. higher and tertiary education”. Also “the State must take measures to ensure that girls are afforded the same opportunities as boys to obtain education at all levels”. This is consistent with the ambitions of SDG targets 4.17 and 4.5 for compulsory education and equal access to all children.

The following legislations and policy guidelines favour the implementation of SDG4 vision 2030;

Legislations / Policy Framework	Education Act 2004,[Chapter 25:04], Education Amendment Act, 2020.
Objectives	To provide for the declaration of the fundamental rights to, and objectives of, education in Zimbabwe.
Policies towards SDG4 Targets	<p>It is the objective in Zimbabwe that primary education for every child of school-going age shall be compulsory and to this end it shall be the duty of the parents of any such child to ensure that such child attends primary school.</p> <p>The new law that makes education compulsory until the age of 16 is meant to quell the increasing dropout rates in the country as a result of the state's crumbling economy and barriers to learning, such as long distances to school.</p> <p>Students should not pay fees, or levies, from preschool up to Form 4, the end of lower secondary education, and says no pupil shall be excluded from school for non-payment of school fees.</p> <p>These measures are in line with SDG4 target 4.1.7 and 4.2.5 in terms on legal requirements for compulsory and free education.</p>
Challenges	The Act was only recently amended in 2020 for free education. Funding for vulnerable families might be an important impediment to attain the SDG4 targets.
Legislations / Policy Framework	Census and Statistics Act of 2007
Objectives	To provide for the establishment of the Zimbabwe National Statistics Agency (ZIMSTAT) which will replace the Central Statistical Office; to provide for the collection and processing of statistics
Policies towards SDG4 Targets	The agency is the main source of official statistics in Zimbabwe and is mandated to play a coordination and Supervisory role within the National Statistical System. ZIMSTAT has the authority to certify and designate any statistics produced in the country as official statistics having been satisfied that all the quality requirements of good statistics were met.
Challenges	<p>Data gaps and backlogs in data submission.</p> <p>Methodologies different from UNESCO Institute of Statistics</p>

Legislations / Policy Framework	Zimbabwe School Health Policy
Objectives	The Zimbabwe School Health Policy provides a broad frame of reference to guide the implementation of a number of health-related issues relevant to the welfare of learners in the school system as well as staff.
Policies towards SDG4 Targets	<p>The policy guides the implementation of a number of health related interventions relating to the welfare of learners in the school system, such as nutrition, water, sanitation and hygiene, additional needs of learners with disabilities, mental health, sexual and reproductive health concerns, and the care and support provisions including guidance and counselling services for all learners.</p> <p>This policy is also to mainstream health topics into the syllabus content at all education levels.</p> <p>This is line with SDG Target 4.a to Build and upgrade education facilities that are child, disability and gender sensitive. It is also in line with SDG 4 target 4.7 in terms of provision for life skills-based HIV and sexuality education.</p>
Challenges	The success of this policy heavily depends on effective coordination, implementation linkages, learner participation, community participation and ownership, monitoring and evaluation.
Legislations / Policy Framework	Handbook by MoPSE on Tips for schools to support learners and staff in recovering and building resilience (July 2019)
Objectives	To strengthen the responsiveness of schools to the psycho-social needs of learners and staff, particularly in the event of traumatic events that may affect individuals, part of or the whole school community.
Policies towards SDG4 Targets	<p>Guidelines on measures to be adopted for psycho-social support to learners and school staff in working through any traumatic event as well as building for a safe environment.</p> <p>This is in line with SDG4 target 4a where schools need to provide safe, non-violent, inclusive and effective learning environments for all.</p>
Challenges	The handbook only provides guidelines and these might be overlooked by many schools.

Legislations / Policy Framework	Education Sector Strategic Plan 2016-2020
Objectives	The Education Sector Strategic Plan provides an excellent space for good coordination and phasing of all the inputs needed to provide a first class learning experience for all learners. Furthermore, the Plan provides learning goals, describes the processes and sets the agenda for regular monitoring of progress and timely adjustment if needed.
Policies towards SDG4 Targets	<p>The goals are mainly as follows:</p> <ul style="list-style-type: none"> (a) Increased access at ECD and increased enrolment rates at all levels especially for the vulnerable (OVC); (b) Improved completion rates (c) Improved learning outcomes (d) Excellence in teacher professional capacity and capability (e) Adequate and appropriate infrastructure (f) A responsive and quality focussed Non Formal Education programme. <p>This is in line with SDG target 4.1 and 4.2 on provision of quality education to early childhood, primary and secondary learners. In addition, the strategic plan considers the SDG target 4.5 for equal access to education. The school environment (target 4.a) and the teacher capacity (target 4.c) are also included.</p> <p>There is also consideration for a competency-based curriculum that includes ICT, STEAM/STEM, Education for Sustainable Development (ESD) and in later years a strong life skills component. This is in line with SDG target 4.4 with regards to skills for work.</p>
Challenges	Access and equity of access, Quality of education and Education Financing remains key identified challenges.
Legislations / Policy Framework	Transitional Stabilization Programme 2018- 2020
Objectives	the Transitional Stabilisation Programme will focus on the following factors: stabilising the macro-economy, and the financial sector; introducing necessary policy and institutional reforms to translate to a private sector-led economy; addressing infrastructure gaps, and launching quick-wins to stimulate growth.

Policies towards SDG4 Targets	<p>Construction of innovation hubs at six state universities currently underway with the scope being broadened to cover other universities.</p> <p>Development of infrastructure at new state universities will also be prioritised.</p> <p>These are in line with the ambition of SDG target 4.3 in line for more access to tertiary education.</p> <p>The Transitional Stabilisation Programme will prioritise the production of additional human capital at local Polytechnics, Teachers Colleges and State Universities, through the rehabilitation and expansion of existing tertiary institutions.</p> <p>Construction of accommodation, teaching and learning facilities will be implemented, complemented by private sector funding through joint ventures.</p> <p>Providing adequate infrastructure, as well as opportunities for Non-Formal Education; early identification of children at risk of not entering the education system, dropping out or falling behind, and strategies to support those unable to meet fee and levy charges.</p> <p>These are in line with the ambition of SDG target 4.a in line for improving the school environment though the upgrading of resources as well as target 4.5 for more equal access.</p>
Challenges	<p>Administrative and political reforms are major implementation challenges.</p>
Legislations / Policy Framework	<p>Care and Support For Teaching And Learning (CSTL) National Model- launched in 2019 in collaboration with SADC</p>
Objectives	<p>The CSTL National Model provides a guiding framework for the implementation of care and support for teaching and learning within the education system.</p> <p>The goal is to realise the education rights of vulnerable children in the SADC region through schools becoming inclusive centres of learning, care and support.</p>

Policies towards SDG4 Targets	<p>Improve the enrolment, retention and achievement of vulnerable learners.</p> <p>Enabled the school to work collaboratively with parents and community partners to mobilize resources to improve: infrastructure; nutrition and health promotion; water, sanitation and hygiene; safety and protection, including psycho-social support; and material support.</p> <p>The programme is in line with improved learner access, retention and achievement and as such consistent with the SDG target 4.5 for equal access policy and target 4.a for improving the school environment.</p>
Challenges	Administrative and political reforms are major implementation challenges.
Legislations / Policy Framework	Curriculum Framework for Primary and Secondary Education 2015-2022
Objectives	<p>Sets out what learners are expected to know, understand, value and be able to do as a result of their learning experiences in schools and non-formal education settings from Early Childhood Development (ECD) to secondary level.</p>
Policies towards SDG4 Targets	<p>To provide equitable, quality, inclusive and relevant infant Junior and Secondary Education.</p> <p>The Zimbabwe Curriculum Framework promotes a competency-based approach which is realised through practical-oriented learning.</p> <p>The framework considers the special attention to implementing the principles and practices of inclusive education by taking into account and addressing diversity and the different learners' needs. This is in line with SDG target 4.5 on promoting equity.</p> <p>The overarching aims of the framework are to promote life-long learning skills, ICT skills, participatory citizenship, and sustainable development amongst others. This is in line with the SDG target 4.4 and target 4.7 on the enhancement of skills for work and global citizenship education.</p>
Legislations / Policy Framework	Non Formal Education Policy 2015

Objectives	Sets out a framework which establishes guidelines for the effective and efficient management and administration of Non-Formal Education in Zimbabwe. The policy reflects the Ministry's commitment to improving access to education and ensuring equitable quality service delivery.
Policies towards SDG4 Targets	To provide high quality, relevant and inclusive Non-Formal Education. To increase access to education through the non-formal route. To provide adult learners, youths and out-of-school children with functional skills. The policies are in line with SDG target 4.5 in terms of increasing access to education as well target 4.6 in increasing the youth and adult literacy rates.
Legislations / Policy Framework	National ICT policy 2015
Objectives	Increase ICT usage in primary and secondary schools through enhanced teaching and learning through ICTs.
Policies towards SDG4 Targets	Facilitate the deployment and exploitation of ICTs in the educational system from primary school upwards. Work with the relevant Ministries to include ICT training and education in schools, colleges and universities. Provide equitable access to ICT enabled education and training in all parts of the country, including disadvantaged communities. Promote e-learning and use of e-learning materials throughout Zimbabwe. This is consistent with SDG target 4.a with the use of internet for pedagogical purposes as well as the ambition of target 4.4 in promoting ICT skills for work.
Legislations / Policy Framework	STRATEGIC PLAN ZIMBABWE 2019 – 2023 for higher education
Objectives	This Strategic Plan document highlights the projected five year plan for the Ministry through a guiding Philosophy of Education 5.0 and Industrialisation giving the principles that will be guiding our higher and tertiary education, science and technology system.

Policies towards SDG4 Targets	<p>To educate graduates for the 21st Century market with strong academic qualifications and strong employability skills.</p> <p>This is line with increasing skills for work as per SDG target 4.4.</p> <p>Facilitate a conducive teaching, learning and living environment through the provision of internationally competitive physical infrastructure (University Towns and Cities) for HTEIs.</p> <p>Develop financial instruments that improve student access to HTEIs. This policy Is in line with SDG target 4.b in terms of financial assistance to students.</p>
Challenges	Shortage of qualified staff and limited funding.
Legislations / Policy Framework	ZIMBABWE COUNCIL FOR HIGHER EDUCATION ACT [CHAPTER 25:08] IN 2006 MANPOWER PLANNING AND DEVELOPMENT ACT 2001
Objectives	<p>To establish the Zimbabwe Council for Higher Education to register and accredit institutions of higher education.</p> <p>To provide for the establishment, maintenance and operation of technical or vocational institutions, universities, teachers colleges and vocational training schemes and to provide for and promote the research, planning and development of human resources.</p>
Policies towards SDG4 Targets	<p>Prescribe the institutional quality assurance standards that will govern the performance, operations and general conduct of all institutions of higher education.</p> <p>This is in line with SDG target 4.3 for promoting access to technical, vocational and tertiary education.</p>
Challenges	There needs to be urgent reforms in the tertiary sector as laws need to be updated for a more efficient and effective management of the private and public institutions. The data collected is not integrated to the EMIS.

4.5 Policy Recommendations fostering the strengthening of EMIS

Review and harmonization of EMIS indicators with international standards

There is a need to harmonise data and key indicators in the census questionnaires with regional and international standards in line with UNESCO Institute for Statistics (UIS). The review of different indicators and the types of data collected should be undertaken to bridge the gaps between the national EMIS and the requirements of UIS in meeting the SDG4 ambitions.

Development of EMIS Policies

There is a need to develop EMIS Policies to guide implementation of EMIS activities. In particular, the formulation of a comprehensive and coherent EMIS policy will highlight the defined roles and responsibilities of all stakeholders namely the EMIS staff, the head of schools, the district and provincial officials amongst others in the process of data collection, processing and dissemination. In addition, there should be clear defined EMIS policies for data storage, retention and disposal.

Establish adequately staffed and capacity building structures

Based on the feedback gathered, it is recommended that more staff be recruited to enhance the operational efficiency of the EMIS division. It is also important that there are regular capacity building programmes for EMIS staff to understand the UIS standards in line with the SDG4 ambitions. However, the collection of data also involves different supporting staff from other sub sectors. In this respect, the development of an EMIS capacity building plan for the Education sector will strengthen the EMIS statistical value chain.

Online data capturing

One of the major challenges highlighted is the manual process for data collection. The manual process entails delays in collection as well as risk of data errors/manipulations during the consolidation process. The use of electronic data capturing can be explored by the Ministry of Education to reduce such risks.

Strengthen inter-ministerial linkages and stakeholder partnerships

A comprehensive statistical report should involve all levels of education in line with the SDG4 ambitions. This calls for an integrated EMIS for pre-primary, primary, secondary as well as post-secondary education sectors. The EMIS system is currently disconnected with the higher education sectors given it is under the aegis of MoPSE. There should be inter-ministerial linkages between the MoPSE and the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD) for integrating the data collected from the Ministry of higher education in the EMIS in line with the requirement of the SDG4 targets. Similarly, collaboration with relevant stakeholders on the collection and integration of data on adult education at national level in line with the requirements of the SDG4 targets will lead to a more comprehensive EMIS report.

5.0 EMIS and Country case study: Mozambique

5.1 The current status of EMIS – data coverage, data gaps and quality in relation to the SDG4 targets

5.1.1 SDG 4- Target 4.1 -Free, equitable and quality primary and secondary education

Primary and secondary education	Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes			
Learning	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
	4.1.1 Achieving at least a minimum proficiency level in reading in Grade 2 or 3		Yes	Percentage of pupils developing the skills required for the first cycle of Elementary School in reading

		No		
	4.1.1 Achieving at least a minimum proficiency level in reading at the end of primary education	No	No	
	4.1.1 Achieving at least a minimum proficiency level in reading at the end of lower secondary education	No	No	
	4.1.1 Achieving at least a minimum proficiency level in mathematics in Grade 2 or 3	No	Yes	Percentage of pupils developing the skills required for the first cycle of Elementary School in Mathematics
	4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of primary education	No	No	
	4.1.1 Achieving at least a minimum proficiency level in mathematics at the end of lower secondary education	No	No	
	4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	Yes	No	
Completion	4.1.3 Gross intake ratio to the last grade	Yes	Yes	Gross rate of admission and gross enrolment rate to last grade of Primary education as well as the first cycle of the secondary education.
	4.1.4 Completion rate, primary education by sex and location	No	Yes	Gross completion rate in primary education.
	4.1.4 Completion rate, primary education by sex and wealth quintile	No	No	
	4.1.4 Completion rate, primary education by sex, location and wealth quintile	No	No	
	4.1.4 Completion rate, lower secondary education by sex and location	No	Yes	Gross completion rate for first cycle of secondary education.
	4.1.4 Completion rate, lower secondary education by sex and wealth quintile	No	No	

	4.1.4 Completion rate, lower secondary education by sex, location and wealth quintile	No	No	
	4.1.4 Completion rate, upper secondary education by sex and location	No	Yes	Gross completion rate for the second cycle of secondary education.
	4.1.4 Completion rate, upper secondary education by sex and wealth quintile	No	No	
	4.1.4 Completion rate, upper secondary education by sex, location and wealth quintile	No	No	
Participation	4.1.5 Out-of-school rate by school age and sex (administrative data)	Yes	No	
	4.1.5 Out-of-school rate, primary school age by sex and location (household survey data)	No	No	
	4.1.5 Out-of-school rate, primary school age by sex and wealth quintile (household survey data)	No	No	
	4.1.5 Out-of-school rate, primary school age by sex, location and wealth quintile (household survey data)	No	No	
	4.1.5 Out-of-school rate, lower secondary school age by sex and location (household survey data)	No	No	
	4.1.5 Out-of-school rate, lower secondary school age by sex and wealth quintile (household survey data)	No	No	
	4.1.5 Out-of-school rate, lower secondary school age by sex, location and wealth quintile (household survey data)	No	No	
	4.1.5 Out-of-school rate, upper secondary school age by sex and location (household survey data)	No	No	
	4.1.5 Out-of-school rate, upper secondary school age by sex and wealth quintile (household survey data)	No	No	
	4.1.5 Out-of-school rate, upper secondary school age by sex, location and wealth quintile (household survey data)	No	No	
Provision	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	No		Public primary education is free
				A basic education of seven years for all: the 1st cycle (1st and 2nd grades), the 2nd cycle (3rd to 5th grades) and the 3rd cycle (6th and 7th classes).
			Yes	General Secondary Education is not free, and fees are charged.

Learning

In terms of learning, data is available on the percentage of pupils developing the skills required for the first cycle of Elementary School in reading, by gender for the year 2016 and for Mathematics by gender for the same year. However, data is not available on proficiency levels of primary and lower secondary learners.

Completion

Gross rate of admission in percentages to the last grade of Primary education is available on a yearly basis till 2019 as well as the first cycle of the secondary education. There is also data on gross admission rate and gross enrolment rate for last grade of primary education and last grade for secondary first cycle. Data is also available for the gross completion rate in primary education, first cycle of secondary education and the second cycle of secondary education. Net schooling rate in first grade data is as well available.

Participation

While no detailed data³ are available for dropout rate, the summative GPE country program evaluation report for Mozambique⁴ indicated that education efficiency has slightly improved at the secondary level as the secondary dropout rates decrease from 12 to 6.5% from 2012 to 2017 while repetition rate fell from 37 to 22.6 percent over the same period.

Provision

According to the legislation of Mozambique⁵, public primary education is free and is divided into 2 grades namely Primary Education of the 1st grade and Primary Education of the 2nd grade. A

³ While we could not find online information on school dropout, the ministry in Mozambique stated that data on school dropout rates are available at their most detailed level of breakdown (by province, education levels, district, sex and even by school)

⁴[file:///C:/Users/s.fauzel/Downloads/2019-07-summative-gpe-country-program_evaluation-mozambique%20\(1\).pdf](file:///C:/Users/s.fauzel/Downloads/2019-07-summative-gpe-country-program_evaluation-mozambique%20(1).pdf)

⁵<http://www.mined.gov.mz/EDUCA/>

new curriculum was introduced in 2004 whereby teaching was structured in 3 learning cycles in order to offer a basic education of seven years for all: the 1st cycle (1st and 2nd grades), the 2nd cycle (3rd to 5th grades) and the 3rd cycle (6th and 7th classes). The official age for entering the 1st class is six years, completed in the year of entry. Primary schools normally operate in two shifts of 6 teaching periods (45 minutes per teaching period), one in the morning and one in the afternoon. To accommodate the expansion of the system, some primary schools, mainly in the cities, operate in three shifts of 5 academic periods (40 minutes). Some schools also teach EP2 at night, but this situation tends to decrease. Less than 2% of students attend primary education in private or community schools.

After completing Primary Education, students can continue their studies in General Secondary Education or in Technical-Vocational Education at a basic level.

SECONDARY

General Secondary Education has two cycles: the first comprises the 8th, 9th and 10th grades. After completing this level of education, the student can continue his studies in the second cycle of general education (11th and 12th grades) that precedes entry into Higher Education.

General Secondary Education is not free, and fees are charged. There are no entrance exams. In order to respond to the high demand for places in secondary education, this level of education operates with night shifts, mainly for older students (over 15 years old). In addition, many private schools are emerging at this level of education, particularly in cities. In 2011, these private schools were attended by 10% of the total number of secondary school students. Recently, MINED introduced a General Secondary Distance Learning program whose coverage is still limited.

5.1.2SDG 4- Target 4.2 -Quality early childhood development, care and pre-primary education

Early Childhood	Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Readiness for primary school	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	No	No	

Participation	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex (administrative data)	No		
		No		
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex and location (household survey data)	No	No	
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex and wealth quintile (household survey data)	No	No	
	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex, location and wealth quintile (household survey data)	No	No	
Readiness for primary school	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments	No		
No		No		
Participation	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development	No	No	
Provision	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	Yes	The pre-school is currently offered by small schools and kindergartens of the Ministry of Women and Social Action (MMAS), non-governmental and community organizations and the private sector. This subsystem, coordinated by MMAS, is divided into two levels: the daycare level, which covers children from 0 to 2 years old, and the level of kindergartens that serves children between 2 and 5 years old. Frequency is optional.	
		Yes		

Readiness for primary school

There is no data available both from UIS and EMIS database on Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

In terms of provision, *the pre-school is currently offered by small schools and kindergartens of the Ministry of Women and Social Action (MMAS), non-governmental and community organizations and the private sector. This subsystem, coordinated by MMAS, is divided into two levels: the daycare level, which covers children from 0 to 2 years old, and the level of kindergartens that serves children between 2 and 5 years old. Frequency is optional.*

5.1.3SDG 4- Target 4.3- Quality TVET and tertiary education

TVET and Higher Education	Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Participation	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		
	4.3.2 Gross enrolment ratio for tertiary education by sex (administrative data)	Yes	Yes (total, not by sex)	the gross schooling rate in higher education (in percentage)
	4.3.2 Gross attendance ratio for tertiary education, by sex and location (household survey data)	No		
	4.3.2 Gross attendance ratio for tertiary education by sex and wealth quintile (household survey data)	No	No	
	4.3.2 Gross attendance ratio for tertiary education by sex, location and wealth quintile (household survey data)	No	No	
	4.3.3 Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex	Yes	Yes (total, not by sex)	the gross schooling in Vocational Technical Education

For target 4.3, several indicators are available from the ministry of education of Mozambique. These include, the gross schooling rate in higher education (in percentage) till 2019 as well as the gross schooling rate in Vocational Technical Education (in Percentage) for the same year is available. Data on the number of students in higher education per thousand inhabitants (Students per 1000 inhabitants) till 2018 as well as the percentage of students receiving scholarships in relation to the number in Higher Education (in Percentage) till 2019 is available. There is also information on the percentage of girls in Science, Technology, Engineering and Mathematics (STEM) receiving scholarships in relation to the number of girls in STEM in Higher Education (in percentage). However, there are no data on the participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex and gross attendance ratio at tertiary level.

5.1.4SDG 4- Target 4.4-Technical and vocational skills

Skills for work	Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Skills	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	No	Yes	data on the percentage of young people and adults with information and communication technology (ICT) skills in percentages are available till 2019.
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	Yes	No	

For target 4.4, data on the percentage of young people and adults with information and communication technology (ICT) skills in percentages are available till 2019.

5.1.5SDG 4- Target 4.5-Equal access to all levels of education and training for the vulnerable

Equity	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,
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	including persons with disabilities, indigenous peoples and children in vulnerable situations			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Policy	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 No		
	4.5.2 Percentage of students in primary education whose first or home language is the language of instruction	No No		
	4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	No No		
	4.5.4 Education expenditure per student by level of education and source of funding	No No		
	4.5.5 Percentage of total aid to education allocated to least developed countries	No No		

No parity indices are available from UIS or EMIS. There are no details which can be used to assess whether there is equal access to all levels of education and training for the vulnerable. While education expenditure per student is not available, domestic education expenditures by level as a percentage of total domestic education expenditures, 2009 – 2014 is accessible.

5.1.6SDG 4- Target 4.6-Youth and adult literacy and numeracy

Literacy and Numeracy	Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			
	UNIS INIDCATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Skills	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	No No		
	4.6.2 Youth/adult literacy rate	Yes Yes		The number of literacy students at the end of the year
Participation	4.6.3 Participation rate of illiterate youth/adults in literacy programmes	No No		

The only data found from the ministry website in terms of literacy is the number of literacy students⁶ at the end of the year and approved till 2014. From the findings of the 2013 and 2016 National Learning Assessments reports, learning outcomes stagnated, and learning disparities based on socioeconomic status and geography remain large. Available data indicate significant disparities in learning outcomes between southern and northern children. Measures of Grade 3 literacy range from 17.3 percent of children in Maputo (south) able to read and comprehend text, while only 1.7 percent of children in Cabo Delgado (north) could do so. In addition, most southern provinces saw an increase in Portuguese competencies from 2013 to 2016, while most Northern provinces saw a decrease or stagnation over the same time period. In 2014/15, illiteracy rates for the bottom income quintile were 59.4 percent, compared to 14.9 percent for the top income quintile. The report further mentioned that the illiteracy rate among individuals above 15 years of age is roughly 44 percent, which is 170th in the world. These rates differ significantly between rural and urban areas (50.7 percent and 18.8 percent, respectively).

5.1.7SDG 4- Target 4.7-Knowledge and skills needed to promote sustainable development

Global Citizenship	Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development			
UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS	
Provision	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	No	No	

⁶ Based on literacy rate, the Mozambique ministry commented the following; Data on youth and adult participation in literacy programs exist and are published in our annual brochures. Two surveys are carried out annually for this teaching subsystem, at the beginning and at the end of the academic year. What we can consider as a gap is that the data collected is not broken down by age, which would allow comparing with the population of young people and illiterate adults, as they may eventually be participating in literacy and education courses for adults under 15 years old.

	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education	No No		
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	No No		
Knowledge	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	No No		
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	No No		

There is no data available for target 4.7 to assess knowledge and skills needed to promote sustainable development from EMIS nor UIS.

5.1.8SDG 4- Target 4.a-School environment

	Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all			
School Environment	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Resources	4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes	No No		
	4.a.1 Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities	No	No	

	4.a.1 Proportion of schools with access to basic facilities, all schools	No	No	
Environment	4.a.2 Percentage of students experiencing bullying in the last 12 months	Yes	No	
	4.a.3 Number of attacks on students, personnel and institutions	Yes	No	

Resources

Data on the ratio of pupils per Classroom in Primary Education and first cycle of secondary education are not available⁷.

Environment

While UIS⁸ contains information on the percentage of students experiencing bullying in the last 12 months and number of attacks on students, personnel and institutions, no such data are available on EMIS.

5.1.9SDG 4- Target 4.b-Scholarships

Scholarships	Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Numbers	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	Yes	Yes	The volume of official development assistance flows for scholarships by sector and type of study
	Number of higher education scholarships awarded by beneficiary country	No	No	

⁷ The ministry supports that these data are trivial and the statistical survey of the beginning of the year (from 3 March) collects data from students by age, class, class, etc., therefore, the reference ratio is available for all levels and classes.

⁸ UIS did report this information for 2014.

The only data available for target 4.b is the volume of official development assistance flows for scholarships by sector and type of study till 2017.

5.1.10SDG 4-Target 4.c-Teachers

Teachers	Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States			
	UNIS INDICATORS	Available on UNIS	Available on EMIS	EMIS INDICATORS
Trained	4.c.1 Proportion of teachers who have received at least the minimum organized teacher training	No	Yes	The proportion of Primary School Teachers, first cycle secondary school teachers and second cycle school teachers, who have received at least the minimum organised teacher training (e.g. educational training, teacher training; requirements before teaching or in-service training to teach a certain level in a particular practice in the country.)

	4.c.2 Pupil-trained teacher ratio by education level	No		
		No		
Qualified	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution	No		
		No		
Motivated	4.c.4 Pupil-qualified teacher ratio by education level	No		
		No		
Supported	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification	No		
	4.c.6 Teacher attrition rate by education level	No		
Supported	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training	No	Yes	The percentage of teachers who benefited from in-service training sessions (in the last 12 months).

Data are available on the proportion of Primary School Teachers⁹, first cycle secondary school teachers and second cycle school teachers, who have received at least the minimum organised level (e.g. educational training, teacher training; requirements before teaching or in-service training to teach a certain level in a particular practice in the country. There is also data on the percentage of teachers who benefited from in-service training sessions (in the last 12 months).

⁹The ministry of Mozambique indicated that data referring to the ratio of teachers trained by level of education, among others, are available and are captured annually in our survey of the beginning of the academic year, March 3. However, they do not have data conducive to calculating the rate of wear of teachers by level of education. Also, the system does collect data on teachers who systematically missed classes or dropped out or died for that reason.

5.2 EMIS Data Challenges

While the education sector is directed by two ministries namely the Ministry of Education and Human Development (MINEDH), the higher and technical education is governed by the Ministry of Science and Technology, Professional, and Higher Education (MINCTETP). These ministries also coordinate closely with other ministries to deliver education.

It is observed that there are several improvements which have been made in terms of data availability. A school survey is being conducted on an annual basis whereby several data for the sector is being collected. However, regarding the requirements of the SDG4, several data are still missing.

There are several challenges observed as follows:

Overall missing data

SDG 4 provides a driving statement of key goals and targets and defines properly the different key indicators for education. However, Mozambique has several missing data for these different key indicators.

The data mapping and data quality assessment undertaken by the National Technical Team highlighted gaps to be filled as they relate to critical data sources that affect the ability of the country to monitor the progress towards its national education targets and those under SDG4.

Moreover, data are disaggregated by gender and not by rural and urban category. Also, data for children on special educational needs are not collected and hence it is difficult to know how many of them are there in the schools.

No proper EMIS system

It is also noted that there is no proper EMIS system available for the country. A good EMIS system is required to ensure proper data collection for the sector.

Data does not track quality or learning outcomes

The data collected are very simple and do not track quality or learning outcomes. The simple indicators collected by the Ministry of education is not enough to generate quality outcomes.

International standards¹⁰

Data collected are usually not aligned with international standards which further undermine its quality. The ministry does not conduct their own specialised survey. They collaborate with partners to source data. Often guidelines to collect these data are not followed.

Data confidentiality

While data confidentiality norms are well stated, these are not always implemented. It is difficult for external organisations to get access to the data. Also, data available to external bodies are aggregated which make it difficult to get an exact picture of the actual situation. Moreover, published reports do include the procedures and methods used but these are not explained in detail.

Other challenges include the following:

- X ¹¹Shortage of qualified personnel at provincial and regional level and thus inability to properly collect data and processing same.
- X Qualified personal move at the central level attracted mainly by higher remuneration in other sectors.
- X ¹²Poor quality of information available at district level.

¹⁰ The Ministry refuted this point and claimed that the EMIS in Mozambique has benefited from constant external evaluations. In 2017, from the peer review carried out and according to the report, the education data complies with international standards, without wanting to mention the assessments of the UIS itself.

¹¹ In terms of shortages in personal the ministry asserted that there is no inability to collect statistical data on education, in a well coordinated action the data are filled in schools, sent to the district for another review and aggregation for sending to the province where the data are digitized in a database whose copy is sent to MNEDH. This procedure has been remote for years, so in terms of data collection it does not seem to be incapacity.

The provincial and central levels process data normally, although there may be some limitations.

It should be noted that the SIGE is adapting to accommodate more data, particularly those that will allow the calculation of the indicators related to the SDGs. Movement of qualified personnel at central level, attracted mainly by higher remuneration in other sectors.

¹²The ministry claims that this is not about poor data quality, what happens is that in most cases, the data that the district collects and sends to the province (where it is processed) does not return to the district, therefore, the district has no a database to generate your reports. Currently, to answer this question, the production of a statistical module that will be based in the district is underway, with all statistical literacy since conducting surveys, defining and calculating indicators and obtaining reports.

5.3 Best practices relevant to other Member States

The following best practices from the EMIS are worth mentioning;

- ✓ Mozambique do report the data collected from surveys within a period of one year. The reports normally include important key information/data on the educational sector.
- ✓ Data are compiled using scientific and statistical methodologies.
- ✓ The ministry has a budget for EMIS at all levels.
- ✓ The ministry has established a mechanism to monitor financial, technological and human resource utilisation.
- ✓ The ministry provides a questionnaire for each education level.
- ✓ Data corrections are done at school level and validated by the head of schools.
- ✓ Data is collected twice a year and covers core education aspects.
- ✓ The ministry has a sector master plan for statistics and produces statistical reports in line with the needs of identified users.
- ✓ The data collected are accurate and reliable and consistent with those collected from the surveys.
- ✓ Annual school census reports are released regularly.

5.4 National legislations and policy framework with respect to SDG4 ambitions

The following legislations and policy guidelines favour the implementation of SDG4 vision 2030;

Legislations / Policy Framework	The National System of Education Act Strategic Plan for Education 2012-2019
Objectives	(Pre) Primary Education To provide 7 years of basic education
Policies towards	School enrollment at an appropriate age and completion of primary education. Improvement of academic performance in reading, writing and mathematics.

SDG4 Targets	Improvements in the efficiency and efficacy of the use of educational resources.
Challenges	<p>Almost complete lack of pre-primary education</p> <p>Lack of access to preprimary schools- Children aged 3-6 years need increased access to early learning nationally and to school readiness programmes across different districts in Mozambique.</p> <p>Investments in building infrastructure and hiring new teachers and other staff for schools have not been sufficient in meeting the demands of the sector.</p> <p>High pupil-teacher and pupil-class ratios</p> <p>Very slow introduction of mother-tongue teaching (which could facilitate the learning of other subjects with a gradual transition to Portuguese</p>
Legislations / Policy Framework	Education Strategic plan 2012-2019 - Literacy and Adult Education
Objectives	To provide greater opportunities for youth/adult education and to improve literacy
Policies towards SDG4 Targets	<p>Increase access to Adult Literacy and Education programs</p> <p>Improvements in the quality and relevance of Adult Literacy and Education programs</p> <p>Strengthening institutional and organizational capacity</p>
Challenges	There are limited data on private and non-government schools, literacy and adult education provision as well as on higher education institutions.
Legislations / Policy Framework	Education Strategic plan 2012-2019 - Secondary Education
Objectives	To expand secondary education, guaranteeing its quality and relevance
Policies towards SDG4 Targets	<p>Diversification of secondary education modalities</p> <p>Improvement in the quality and relevance of secondary education by developing and implementing vocational curricula and Improvement of school management</p>
Challenges	Shortages of schools, teaching materials and lack of funds.

	<p>Better access to secondary schools needed. Reports show that there are surplus pupils who have completed primary education but cannot continue with their studies due to limited places at secondary level.</p> <p>Low levels of contact class time for the pupils</p> <p>Lack of appropriately written and detailed teachers' manuals</p> <p>Education cost is another challenge</p>
Legislations / Policy Framework	Education Strategic plan 2012-2019- Technical and Vocational Education
Objectives	To improve the access, efficiency, effectiveness and quality of technical and vocational education
Policies towards SDG4 Targets	<p>Increase access, paying particular attention to geographic and gender disparities</p> <p>Acquisition of quality training, meeting the labour market's requirements</p> <p>Strengthening management and coordination</p>
Challenges	<p>Teachers training needed.</p> <p>Poor motivation and lack of pedagogical training of the teachers</p>
Legislations / Policy Framework	Education Strategic plan 2012-2019- Higher Education
Objectives	Access to higher education.
Policies towards SDG4 Targets	<p>To promote the expansion of and equitable access to higher education with international quality standards</p>
Challenges	<p>Consolidation of existing subsystems</p> <p>Improvements in the quality of the teaching-learning processes</p> <p>Strengthening the subsystem's governance, financing, administration and monitoring capacity</p> <p>Qualified personnel needed</p>
Legislations / Policy Framework	Education Strategic plan 2012-2019 -Administrative and Institutional Development
Objectives	To strengthen the management and governance of the administration at all education levels, particularly in the districts
Policies towards	<p>Promotion of human resources development and management</p> <p>Compliance with the norms, standards and quality indicators of education</p>

SDG4 Targets	Strengthening the system's planning, budgeting, execution, monitoring and evaluation processes and instruments
Challenges	Training required- Need to strengthen teacher training course
Legislations / Policy Framework	UNICEF Global Strategic Plan 2014-2017
Objectives	Contribute to a future vision for education that is more focused on equity
Policies towards SDG4 Targets	All children regardless of their circumstances, have equal opportunities in education; and learning – helping children to secure basic skills such as literacy and numeracy, and a wider range of social, emotional, and cognitive skills necessary to equip them not only to survive but to thrive in an increasingly complex and interconnected world. Equity & Learning will be pursued simultaneously
Challenges	Access
Legislations / Policy Framework	Government five year plan: 2015-2019
Objectives	Promote inclusive, effective and efficient Education System
Policies towards SDG4 Targets Challenges	Promote inclusive, effective and efficient Education System that guarantees acquisition of required competencies in terms of knowledge, skills and attitude that respond to the needs of human development

5.5 Policy Recommendations fostering the strengthening of EMIS

To strengthen the EMIS in Mozambique, the following measures are recommended:

- International policy standards should be followed in data processing to ensure quality.
- Data on pre-primary education should be included in the annual statistical reports.
- More detailed information should be published in the reports

- New EMIS staff should be well trained mainly on the professional and ethical conducts with regards to work and handling of data
- Need for more financial and human resources to maintain and improve a continually expanding education system.
- A need to efficiently allocate resources towards the educational sector.
- The institutional capacity of the educational sector needs to be improved mainly through the recruitment of more qualified and motivated personals.
- Provide better infrastructure to EMIS personnel to boost motivation and productivity
- Provide continuous training to EMIS personnel on the collection of data. Training should also be given on statistical methods and processing of data.
- Conduct user satisfaction surveys on education data and consult users on their needs.
- Provide easy access of the statistical data to stakeholders.
- A formal dissemination strategy should be put in place.

6.0 Conclusion

The study has delineated the performance of SADC Member States in relation to data gaps and data challenges in relation to SDG4; i.e. in relation to the seven performance targets 4.1 to 4.7 and three implementation targets 4.a to 4.c. In general, a comparative analysis of the ten SDG4 targets indicates that target 4.1, 4.2 and 4.3 has more than 50% data coverage for the SADC region. However, there are considerable data gaps in meeting the requirements of SDG4 for targets 4.4, 4.5 and 4.7 where less than 20% data coverage is noted. This calls for the urgent need for the collection of data related to youth and adult skills for work as well as data on parity indexes and global citizenship skills. Furthermore, Based on feedback collected from the UIS division, it is challenging for any country to have all data on the different SDG4 targets. However, the data challenge is more often attributed to the inadequate financial resources, limited government incentives, shortage of qualified and dedicated staff and delay in the Submission and Completion of UIS survey by Member States. Besides, the data needs to be updated for all Member states. While there are Member States which have provided a comprehensive dataset, the average percentage of latest data available since 2018 accounts for less than 20% for the SADC region.

In addition, the study has reviewed the status of EMIS in three countries (Namibia, Zimbabwe and Mozambique) in terms of data gaps, data challenges, best practices, legislation framework and policies to foster the alignment and coverage of SDG4 ambitions. The EMIS context might be different for each country given the different level of investment on educational budget and timing of the EMIS implementation phase. However, there are common best practices and policy recommendations which might be drawn from the three case studies. The common best practices are as follows;

- **Availability and administration of annual censuses**

It is important to have annual censuses to gather information from schools and local authorities on their details and that of their pupils. It should include how the data is supplied and the various validation checks undertaken to ensure the quality of that data. It should also be provided to different stakeholders.

- **Availability of a legal framework for data collection**

Making registration activities subject to the law, and establishing procedural rules and regulations, is essential for the efficient management, operation and maintenance of the annual censuses reports. Legislation helps to ensure the completeness of registration and to improve the accuracy of information.

- **Collaboration with the national statistical agency and international partners**

Strong collaboration with the national statistical agency and international partners will ensure more efficient collaboration of data through appropriate training.

- **Compulsory education and equal access to all children**

Education is a basic human right for all and is important for everyone to make the most of their lives. Hence, it is crucial to make education compulsory and appropriate mechanism should be put in place to enable equal access to all children.

- **Existence of educational policy guidelines in terms of school health policy and national ICT policy**

To ensure better control there is a need for the implementation of policy. If there are no formal policies, then organization staff at any level would have no guidance on how to make right consistent decisions. Hence, school health policy and national ICT policy are crucial.

Based on the lessons drawn from the three case studies, the main policy recommendations to strengthen the EMIS are as follows;

- **Harmonization of data and indicators in the census questionnaires with international standards and Consistent with UIS indicators**

There is a need to for the harmonization of data and indicators in the census questionnaires with international standards and consistent with UIS indicators. This will ensure good quality data collection.

- **Appropriate data collection on wealth quintile**

There is a lack of data on wealth quintile which make it difficult to assess the actual situation in this area. Hence, there is a need for appropriate data collection on it.

- **Data Collection on Proficiency Levels most particularly for young learners**

Also, data should be collected on the proficiency levels mainly for young learners. Appropriate data collection in this area will allow to explore the proficiency gap in the countries.

- **Improving IT infrastructure and automate data collection process through Online Data Capturing.**

An improvement in IT infrastructure is crucial. Data collection through online data capturing will enable better access to these data to stakeholders.

- **Enhancing Human Capability of the EMIS division**

Proper training should be provided to enhance the human capability of the EMIS division to ensure quality data being collected and properly reported.

- **Allocating more financial budget to expand the operational capability of the EMIS division.**

Also, insufficient financial resources act as a constraint for several countries in terms of having an efficient EMIS system. Hence, more financial budget should be allocated in this area.

- Integrating the Tertiary Sector Statistics in the EMIS**

Given the lack of data on tertiary sector statistics in the EMIS there is a need to integrate same to ensure proper data availability in this sector.

- Inter-Ministerial and Stakeholder Collaborations**

Appropriate inter-ministerial and stakeholder collaboration will enhance the data collection process and ensure quality and reporting of data.

Appendix

SDG 4- Target 4.1 -Free, equitable and quality primary and secondary education

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Learning	4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex/6	0	1	0	0	0	0	2	0
	4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary	0	1	0	1	0	1	1	1

	education; and (c) at the end of lower secondary education/1							
Completion	4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)/1	0	1	1	1	1	0	1
	4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)/9	9	0	0	9	9	9	0
Participation	4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)/10	9	1	1	9	10	10	1
	4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)/1	0	1	1	0	1	1	1
Provision	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks/1	1	0	1	1	1	1	1
TOTAL DATA Coverage for SDG4 Target 4.1 per Member States/29		19	5	4	21	22	22	7
								22

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Learning	4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level	2	0	2	1	1	0	2	0

	in (i) reading and (ii) mathematics, by sex/6							
	4.1.2 Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education/1	0	1	0	0	1	1	1
Completion	4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)/1	1	1	1	1	1	1	1
	4.1.4 Completion rate (primary education, lower secondary education, upper secondary education)/9	0	0	9	0	9	9	9
Participation	4.1.5 Out-of-school rate (primary education, lower secondary education, upper secondary education)/10	1	1	10	1	10	10	10
	4.1.6 Percentage of children over-age for grade (primary education, lower secondary education)/1	1	1	1	1	1	1	1
Provision	4.1.7 Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks/1	1	0	1	1	1	1	0
TOTAL DATA Coverage for SDG4 Target 4.1 per Member States/29		6	4	22	5	24	23	25

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Readiness for primary school	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex /1	0	0	0	1	1	0	0	1
Participation	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex /4	4	1	1	4	4	4	1	4
Readiness for primary school	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments /1	0	0	0	1	1	0	0	1
Participation	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development /1	1	1	1	1	0	1	1	1
Provision	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks/1	1	0	1	1	1	1	1	1
TOTAL DATA Coverage for SDG4 Target 4.2 per Member States/8		6	2	3	8	7	6	3	8

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Readiness for primary school	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex /1	0	0	0	0	0	0	0	1
Participation	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex /4	1	0	4	1	3	4	3	4
Readiness for primary school	4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments /1	0	0	0	0	0	0	0	1
Participation	4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development /1	1	0	1	1	0	1	0	1
Provision	4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks/1	1	1	1	1	1	1	1	0
TOTAL DATA Coverage for SDG4 Target 4.2 per Member States/8		3	1	6	3	4	6	4	7

SDG 4- Target 4.3—By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Participation	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex/1	0	0	0	0	1	0	0	1
	4.3.2 Gross enrolment ratio for tertiary education by sex/4	4	1	1	4	4	4	1	3
	4.3.3 Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex/1	0	0	1	0	1	1	1	1
TOTAL DATA Coverage for SDG4 Target 4.3 per Member States/6		4	1	2	4	6	5	2	5

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Participation	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex/1	1	0	1	0	1	0	1	0
	4.3.2 Gross enrolment ratio for tertiary education by sex/4	1	1	4	1	4	4	3	4
	4.3.3 Participation rate in technical-vocational	1	1	0	1	1	1	0	1

	programmes (15- to 24-year-olds) by sex/1							
TOTAL DATA Coverage for SDG4 Target 4.3 per Member States/6	3	2	5	2	6	5	4	5

SDG 4- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
		Member States	Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar
Skills	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill/1	0	1	0	0	0	0	0	0
	4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	NO INDICATOR ON UIS							
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation/1	1	0	0	1	0	0	0	0
TOTAL DATA Coverage for SDG4 Target 4.4 per Member States/3		1	1	0	1	0	0	0	0

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
		Member States	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia

Skills	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill/1	0	0	0	0	0	0	0	1
	4.4.2 Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	NO INDICATOR ON UIS							
	4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation/1	0	1	0	0	1	0	0	1
TOTAL DATA Coverage for SDG4 Target 4.4 per Member States/3		0	1	0	0	1	0	0	2

SDG 4- 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

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Policy	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/1								
	4.5.2	NO INDICATOR ON UIS							

	Percentage of students in primary education whose first or home language is the language of instruction/1								
	4.5.3 Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations/1								
	4.5.4 Education expenditure per student by level of education and source of funding/1	0	0	1	1	0	0	0	1
	4.5.5 Percentage of total aid to education allocated to least developed countries/1	0	0	0	0	0	0	0	0
	TOTAL DATA Coverage for SDG4 Target 4.5 per Member States/5	0	0	1	1	0	0	0	1

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Policy	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/1								
	4.5.2 Percentage of students in primary education whose first or home language is the language of instruction/1	NO INDICATOR ON UIS							
	4.5.3 Extent to which explicit formula-based policies								

	reallocate education resources to disadvantaged populations/1							
4.5.4 Education expenditure per student by level of education and source of funding/1	1	0	0	0	1	1	1	1
4.5.5 Percentage of total aid to education allocated to least developed countries/1	0	0	0	0	0	0	0	0
TOTAL DATA Coverage for SDG4 Target 4.5 per Member States/5	1	0	0	0	1	1	1	1

SDG 4- Target 4.6 Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Skills	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex/1	0	0	0	0	0	0	0	0
	4.6.2 Youth/adult literacy rate/1	1	1	1	1	1	1	1	1
Participation	4.6.3 Participation rate of illiterate youth/adults in literacy programmes/1	0	0	0	0	0	0	0	0
TOTAL DATA Coverage for SDG4 Target 4.6 per Member States/3		1	1	1	1	1	1	1	1

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators

Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Skills	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex/1	0	0	0	0	1	0	0	0
	4.6.2 Youth/adult literacy rate/1	1	1	1	1	1	1	1	1
Participation	4.6.3 Participation rate of illiterate youth/adults in literacy programmes/1	0	0	0	0	0	0	0	0
TOTAL DATA Coverage for SDG4 Target 4.6 per Member States/3		1	1	1	1	2	1	1	1

SDG 4- Target 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

2.6.1 Data Coverage and Quality

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Provision	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment/1	NO INDICATOR ON UIS							

	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education/1	0	0	0	1	1	0	0	0
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)/1	NO INDICATOR ON UIS							
Knowledge	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability/1								
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience/1								
TOTAL DATA Coverage for SDG4 Target 4.7 per Member States/5		0	0	0	1	1	0	0	0

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Provision	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment/1	NO INDICATOR ON UIS							

	4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education/1	1	0	0	1	0	0	1	0
	4.7.3 Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)/1	NO INDICATOR ON UIS							
Knowledge	4.7.4 Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability/1								
	4.7.5 Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience/1								
TOTAL DATA Coverage for SDG4 Target 4.7 per Member States/5		1	0	0	1	0	0	1	0

SDG 4- Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DR C	Eswatini	Lesotho	Madagascar	Malawi
Resources	4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical								

	purposes; and (c) computers for pedagogical purposes							
	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities							
	Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	1	0	1	1	1	1	1
Environment	4.a.2 Percentage of students experiencing bullying in the last 12 months	0	0	0	0	1	0	0
	4.a.3 Number of attacks on students, personnel and institutions	1	0	0	1	1	0	0
TOTAL DATA Coverage for SDG4 Target 4.a per Member States/5		2	0	1	2	3	1	1

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Resources	4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes								
	Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities								

	Proportion of schools with access to: (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	1	0	1	1	0	1	1
Environment	4.a.2 Percentage of students experiencing bullying in the last 12 months	0	1	1	1	0	1	0
	4.a.3 Number of attacks on students, personnel and institutions	0	1	0	0	1	1	0
TOTAL DATA Coverage for SDG4 Target 4.a per Member States/5		1	2	2	2	1	3	1

SDG 4- Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Numbers	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	1	1	1	1	1	1	1	1
	4.b.2 Number of higher education scholarships awarded by beneficiary country								

TOTAL DATA Coverage for SDG4 Target 4.b per Member States/2	1	1	1	1	1	1	1	1	1
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Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Numbers	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	1	1	1	1	1	1	1	1
	4.b.2 Number of higher education scholarships awarded by beneficiary country								
TOTAL DATA Coverage for SDG4 Target 4.b per Member States/2		1	1	1	1	1	1	1	1

SDG 4- Target 4.cBy 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Data Coverage and Quality by Member States- PANEL A (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators							
Member States		Angola	Botswana	Comoros	DRC	Eswatini	Lesotho	Madagascar	Malawi
Trained	4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g.,	0	1	1	1	1	1	1	0

	pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex ⁰							
	4.c.2 Pupil-trained teacher ratio by education level	0	1	1	1	1	1	0
Qualified	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution	1	1	1	1	1	1	1
	4.c.4 Pupil-qualified teacher ratio by education level	1	1	1	1	1	1	1
Motivated	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification							
	4.c.6 Teacher attrition rate by education level	0	0	1	0	0	0	0
Supported	4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training							
TOTAL DATA Coverage for SDG4 Target 4.c per Member States/7		2	4	5	4	4	4	2

Data Coverage and Quality by Member States- PANEL B (8 MEMBER STATES)

Aspect	Target/ Indicators	Percentage of data quality and coverage based on UIS Indicators

Member States		Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Trained	4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex ⁰	1	0	0	1	0	1	0	1
	4.c.2 Pupil-trained teacher ratio by education level	1	0	0	1	0	1	0	1
Qualified	4.c.3 Percentage of teachers qualified according to national standards by education level and type of institution	1	0	1	1	0	1	0	1
	4.c.4 Pupil-qualified teacher ratio by education level	1	0	1	1	0	1	0	1
Motivated	4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualification								
	4.c.6 Teacher attrition rate by education level	1	0	0	1	0	0	0	0
Supported	4.c.7 Percentage of teachers who received in-service training in the last 12								

	months by type of training								
TOTAL DATA Coverage for SDG4 Target 4.c per Member States/7	5	0	2	5	0	4		0	4