

2018-2021 Strategic Plan

Goal Area 2 (Every child learns)

Guidance on the SP profiles

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If you have any questions on this guidance, please feel free to contact:
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Introduction

UNICEF's education section devotes significant attention to the quality of the data it reports. Since the 2014-17 Strategic Plan, many efforts have been made to improve the precision of reporting in education in order to tell a more accurate story of UNICEF's results and to have more useful data to inform programming. Most of the education strategic monitoring questions (SMQs) have been changed from a Yes/No approach to a numeric scale of 1 to 4. The education section has also developed country, regional and global SP profiles to enhance the use of the data and provide feedback to country offices on the data they annually report via the SMQs.

For the current [2018-21 Strategic Plan](#), changes have been made to the profiles in response to feedback country, regional and headquarter levels. The profiles now include:

- *impact* and *outcome* indicators that reflect high-level changes in the education system achieved thanks to national policies and the activities of UNICEF and other stakeholders;
- *output* indicators that offer a more granular insight into the above (system strengthening) or a direct measure of UNICEF's contribution (provision / service delivery); as well as
- *context* information;
- *finance* data from the Division of Financial and Administrative Management (DFAM); and a
- *summary* of the country program from the Results Assessment Module (RAM).

This guidance is intended to help profile users read and understand the indicators.

While the numbering of indicators mirrors that used in the results framework of the UNICEF Strategic Plan 2018-2021, that may be read in parallel to this guide, their order of presentation follows that in which they appear in the country SP profile.

Guidelines for the SP Profiles

Link to Education strategy



The profile begins with a summary of the level of challenge the country is facing in relation to the three goals of the UNICEF Education Strategy 2019-2030. For more details on the methodology underpinning the country typology and the underlying indicators see Annex 2 of [Every child learns UNICEF education strategy 2019–2030](#)

Key highlights

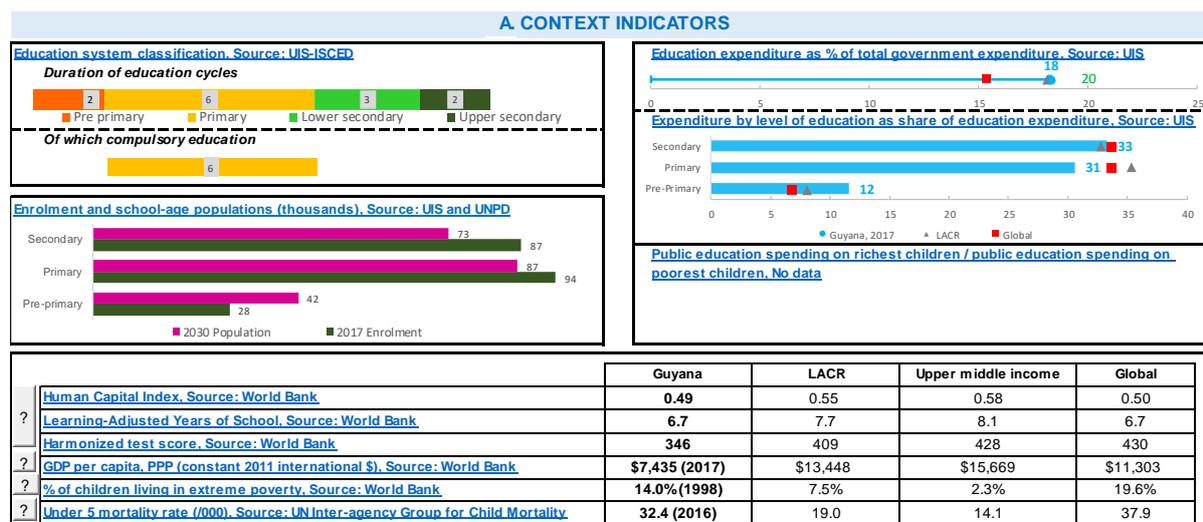
The key highlights of the SP profile consist of 3 outcome level indicators and 3 output level indicators presenting the largest difference with the associated SP target.

Key highlights	?
Major issues (Outcome level) 1: High out of school rate - lower secondary school age 2: High out of school rate - primary school age 3: Low gender parity in upper sec. enrolment Source: International data sources	Areas for improvement (System strengthening only) 1: Skills - Gender equity 2: Learning outcomes - Gender-responsive teaching and learning 3: Learning outcomes - Teachers development Source: Country Office SMQ responses

To identify the 3 major issues (outcome level), the relative difference to the SP target ($\frac{Value_n - Target_{SP}}{Target_{SP}}$) is calculated for all outcome indicators (education expenditure, completion rates, attendance rate, out of school rates, etc.). The 3 major issues are the 3 indicators with the largest differences. Likewise, to identify the 3 areas for improvement (output level), the relative difference to the SP target is calculated for all system strengthening dimensions inclusive education, learning assessments, EMIS, etc.). The areas for improvement are the 3 with the largest differences.

A. Context Indicators

Section A of the SP country profile provides a range of context indicators. These include the Education System Classification, showing the duration of each sub-cycle, as basic background; current enrolment numbers, compared to a projection of the 2030 school-aged population, to illustrate the medium-term capacity gap; three financing indicators that compare the situation of the country (blue), to its target (green dot ●), its regional average (grey triangle ▲) and the global average (red square ■); and six further socio-economic indicators, comparing the country to the averages for its region, income-classification group and the world.



Education expenditure as % of total government expenditure (UIS)

Definition: Total general (local, regional and central) government expenditure on education (current, capital, and transfers), expressed as a percentage of total general

government expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to government.

Purpose: To assess a government's emphasis on education relative to its investments in other sectors. This indicator is useful to assess how much of a priority education is for a given government, over time or in comparison with other countries.

Expenditure by level of education as % of total education expenditure (UIS)

Definition: Expenditure on education by level of education, expressed as a percentage of total general government expenditure on education.

Purpose: To show the relative share of overall government education expenditure for each specific level, and the distribution among them.

Public education spending on richest children / public education spending on poorest children (Relative appropriation index by income level) (UNICEF)

Definition: Share of resources consumed by children belonging to the fifth wealth quintile (the richest 20%), divided by the share of resources consumed by children belonging to the first wealth quintile (the poorest 20%), adjusted for their respective weights in the total population.

Purpose: To monitor progress towards equitable quality and inclusive learning, over time or in comparison with other countries.

Human Capital Index (World Bank)

Definition: the amount of human capital that a child born today can expect to achieve by age 18, in view of prevailing health and education risks, multiplying the contributions to productivity of three components:

- a. *Survival*, measured by the under-5 mortality rate (See indicator 11 below);
- b. *Expected years of learning-adjusted school* (See indicator 7 below)
- c. *Health*, combining the rate of stunting in children under 5 and the proportion of 15-year-olds who reach age 60 for adult survival, respectively reflecting the impact of the health environment on the prenatal and infant, and adult stages of life.

Purpose: Measures the expected productivity of children born today as members of the future workforce.

Learning-adjusted years of school (World Bank)

Definition: The number of years of education a child can expect to complete by age 18 given prevailing enrolment patterns, multiplied by the country's harmonized test score (See indicator 8 below).

Purpose: Measures the average value of education dispensed, accounting for both quantity and quality, over time or in comparison with other countries.

Harmonized Test Scores (World Bank)

Definition: , The ratio of a country's international learning achievement score (TIMMS/PIRLS, PISA, SACMEQ, PASEC, LLECE or EGRA), measured in TIMMS-equivalent units, to a benchmark of 625, the TIMSS standard of advanced achievement.

Purpose: Measures the average quality of education dispensed, over time or in comparison with other countries.

GDP per capita, PPP - current international \$ (World Bank)

Definition: purchasing power parity gross domestic product per capita is the average gross value added by resident producers plus product taxes and minus subsidies not included in the product value (no deductions for depreciation of fabricated assets or for

depletion and degradation of natural resources are made), adjusted for purchasing power (data are in current international \$ based on the 2011 ICP round).

Purpose: Measures average individual annual productivity, over time or in comparison with other countries (an international dollar has the same purchasing power over GDP as the U.S. dollar in the United States).

Share of children living in extreme poverty (World Bank)

Definition: The poverty headcount ratio (% of population) at \$1.90/day (2011 PPP) is the percentage of the population living on less than \$1.90 a day at 2011 international prices.

Purpose: Measures equity in the distribution of wealth within society, over time or in comparison with other countries.

Under-five mortality rate (WHO)

Definition: The probability (expressed as a rate per 1,000 live births) of a child dying before reaching the age of five, if subject to the age-specific mortality rates of that period.

Purpose: The U5MR is a barometer of child well-being in general and health in particular, reflecting nutritional status, health care behaviors, and the availability of health services, drinking water and basic sanitation, among others.

B. Impact Indicators

Section B of the SP country profile provides the two impact indicators that reflect the contributions of all of the outcomes relevant to specific sub-cycles. The first, the completion rate, is offered for the primary and lower secondary cycles separately. Both compare the country situation to that of its region, SP target and the global average, with disaggregation by gender.

B. IMPACT INDICATORS														
I.1 Primary completion rate, Source: UIS					I.2 Lower secondary completion rate, Source: UIS					J. Gross enrolment ratio upper secondary, Source: UIS				
	Malawi, 2014	ESAR	Global	SP Target		Malawi, 2013	ESAR	Global	SP Target		Malawi, 2017	ESAR	Global	SP Target
- Total	77%	66%	90%	92%	- Total	20%	47%	77%	83%	- Total	20%	33%	65%	77%
- Girls	78%	67%	89%	92%	- Girls	19%	48%	77%	83%	- Girls	17%	33%	64%	77%
- Boys	76%	66%	90%	92%	- Boys	21%	45%	76%	83%	- Boys	23%	33%	65%	77%

I.1 Primary completion rate (UIS)

Definition: The gross intake ratio to the last grade of primary is the total number of new entrants in the last grade of primary, regardless of age, divided by the population of theoretical entrance age to the last grade of primary.

Purpose: This proxy measure of primary completion also reflects the impact of policies shaping the early grades of primary, that can impact the final grade of this level. It also indicates the capacity of the education system to provide primary completion for the theoretical entrance age population to the last grade of primary.

I.2 Lower secondary completion rate (UIS)

Definition: As for the PCR above, the total number of new entrants in the last grade of lower secondary, regardless of age, expressed as a percentage of the population of the theoretical entrance age to the last grade of lower secondary education.

Purpose: Proxy measure of lower secondary completion, reflecting both retention policies and system capacity to cater for the theoretical age-group for this cycle.

J. Gross enrolment ratio for upper secondary (UIS)

Definition: The number of pupils enrolled in upper secondary, regardless of age, as a percentage of the official school-aged population group for this cycle.

Purpose: Shows the general level of participation in upper secondary education, and indicates the capacity of the education system to cater for the relevant age group. It can be a complementary indicator to the net enrolment rate (NER) by indicating the extent of over-age and under-age enrolment.

C. Outcome Indicators

Section C of the SP country profile consolidates the outcome indicators for each of the three main areas of the strategic plan: access (indicators 2.1 to 2.4), learning outcomes (indicators 2.5 and 2.6) and skills development (indicator 2.7). For each, the country situation is compared to the global SP target, and the regional and global averages.

Furthermore, for the country only and when necessary data exist, the number of out-of-school children of primary and lower secondary school ages used to compute indicator 2.4 are included, as well as the distribution of adolescents of the poorest quintile by educational attainment.

C. KEY OUTCOME INDICATORS (most recent data available)

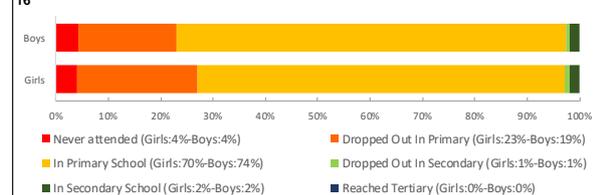
2.1. Gender parity index, Source: UIS

	Malawi	ESAR	Global	SP Target
- Primary	1.02	1.02	0.99	1.00
- Lower Sec.	0.91	1.07	1.02	1.00
- Upper Sec.	0.75	0.99	0.98	1.00

2.4.1 Out-of-school rate for children of primary school age, No data

	Malawi	ESAR	Global	SP Target
- Total	No data	16%	9%	7%
- Girls	No data	16%	9%	7%
- Boys	No data	16%	9%	7%

Poorest quintile adolescents (10-19 years old) education attainment, Source: DHS, 2015-16



2.6. Education equity index (Gender, wealth, location)	Malawi	0.48
ESAR	0.48	
Global	0.67	
SP Target	0.66	

Ranges 0 to 1; 1 is perfect parity
Source: WIDE, UIS

2.2. Adjusted net attendance rate for the poorest quintile, Source: DHS 2015-2016

	Malawi	ESAR	Global	SP Target
- Pre-primary	26%	11%	18%	30%
- Primary	89%	72%	76%	75%
- Lower Sec.	11%	18%	45%	44%
- Upper Sec.	6%	8%	29%	28%

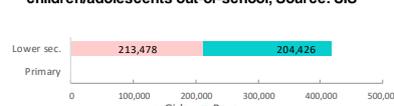
2.4.2 Out-of-school rate for adolescents of lower secondary school age, Source: UIS

	Malawi	ESAR	Global	SP Target
- Total	24%	10%	19%	16%
- Girls	25%	9%	19%	16%
- Boys	23%	9%	19%	16%

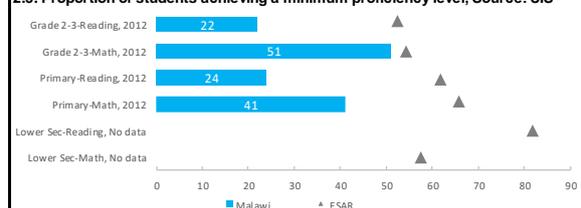
2.3. Gross enrolment ratio pre-primary, Source: UIS

	Malawi, 2015	ESAR	Global	SP Target
- Total	81%	35%	46%	50%
- Girls	81%	35%	45%	50%
- Boys	80%	35%	46%	50%

Number of primary and lower secondary school-age children/adolescents out-of-school, Source: UIS



2.5. Proportion of students achieving a minimum proficiency level, Source: UIS



2.7. Percentage of 15-24 years old Not in Education, Employment, or Training: No data

	Malawi	ESAR	Global	SP Target
- Total	No data	12%	24%	20%
- Girls	No data	10%	12%	
- Boys	No data	14%	37%	

2.1 [Gender parity index \(UIS\)](#)

Definition: Ratio of female to male values of a given indicator, presented here for enrolment in the primary, lower secondary and upper secondary cycles of education.

Purpose: The GPI measures progress towards gender parity in education participation.

2.2 [Adjusted net attendance rate for the poorest quintile \(Household surveys\)](#)

Definition: Total number of pupils from the poorest 20% of households, of the official school age group for a given cycle, who attended that cycle or above at any time during the reference year, as a percentage of the group in the official age band for that cycle.

Purpose: By including children who have progressed early to further cycles, due to early entry or good performance, this ANAR gives a more precise measure of the participation of the most disadvantaged official school-aged children in the system.

2.3 [Gross enrolment ratio for preprimary \(UIS\)](#)

Definition: Total number of children enrolled in early childhood care and education programmes, regardless of age, expressed as a percentage of the population in the relevant official age group.

Purpose: The ratio indicates adequate capacity for this type of programme within the country, in the light of the target population.

2.4 [Rate of out-of-school children, by cycle \(UIS\)](#)

Definition: Number of children of official primary/lower secondary school age who are not attending their respective cycle (**Number of primary and lower secondary school-age children out-of-school**, provided in the accompanying bar chart), as a percentage of the population of official school age for their cycle. Children of primary school age attending pre-primary are considered out of school.

Purpose: Measures the size of the population of official school age who are not in school (because they never attended or dropped out), to identify the target population for policies and interventions aimed at achieving universal primary education.

Not an SP indicator **Poorest quintile adolescents' education attainment (Household surveys)**

Definition: Percentage distribution of children and youth aged 10-19 years and belonging to the poorest 20% of households, by the highest level of education attained.

Purpose: Shows the educational profile of the group of poorest adolescents, reflecting the stock and quality of human capital within the poorest quintile.

2.5 [Proportion of students achieving a minimum proficiency level \(UIS\)](#)

Definition: Percentage of pupils in Grade 2 or 3 of primary education, in the last grade of primary and in the last grade of lower secondary, achieving at least basic knowledge in reading and mathematics.

Purpose: Directly measure the learning outcomes achieved in the two subject areas at the end of the relevant stages of education

2.6 [Education equity index \(WIDE, UIS\)](#)

Definition: Composite index, considering gaps in lower secondary completion rates by gender (male/female), location (urban/rural) and household income (Q1/Q5), on a scale of 0 (total disparity) to 1 (perfect parity).

Purpose: Captures the overall level of parity in lower secondary completion.

2.7 [Share of adolescents not in education, employment, or training \(ILO\)](#)

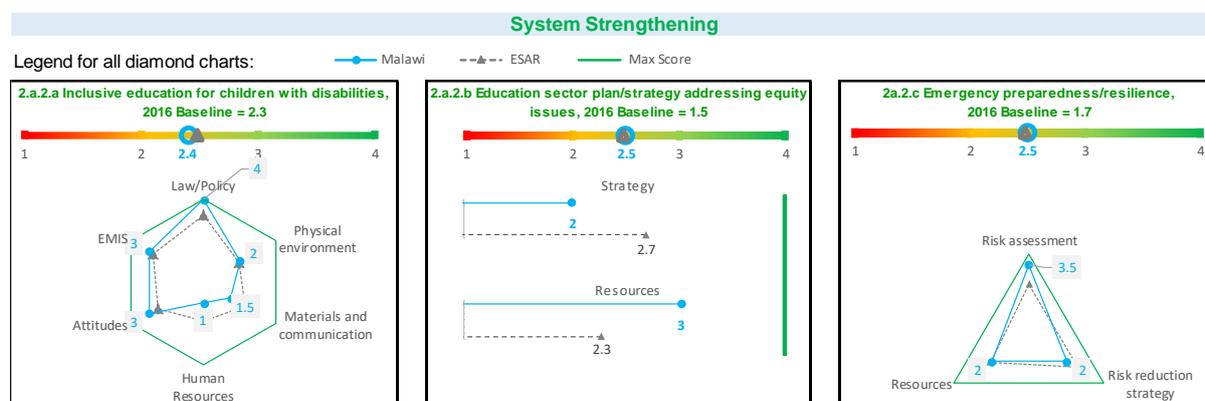
Definition: The number of young persons (aged 15-24 years) not in education, employment or training, expressed as a percentage of the total age group.

Purpose: By combining all youth that can be considered currently available for work, this indicator serves as both a broad measure of potential new labour market entrants, and one of the size of the group at risk of labour market and social exclusion.

D. Output Indicators (SMQs)

Section D presents the outcome indicators for each of the three main areas of the strategic plan, in turn: equitable access (indicators 2.a.1 to 2.a.5), learning outcomes (indicators 2.b.1 to 2.b.4) and skills development (indicator 2.c.1 and 2.c.2). They are based on the responses provided by country offices to the strategic monitoring questions (SMQ) in *InSight*.

For each programme area, the indicators are presented in two sections, pertaining to: (i) Provision/service delivery, that measure the direct execution by UNICEF of its own programme activities; and (ii) System strengthening, that reflect UNICEF’s technical assistance and support to governments to develop policies, programmes and strategies, as well as that of other stakeholders. Polygon charts are used for each dimension (labeled 2.x.N.a, 2.x.N.b, etc.) of each of the qualitative indicators:



Each sub-dimension of such an indicator is given a value ranging from 1 (Weak) to 4 (Championing), and the country value (blue ●) is compared in the chart to the regional average (grey ▲) and maximum score (green polygon —). The average of the scores for each component provides the global indicator value, presented on the slider above. This slider may not be followed by a polygon if the relevant indicator only has a single sub-dimension, or may be followed by two bar charts where the indicator has two sub-dimensions. The average can also be compared to the baseline value, provided in each polygon’s heading text, to appraise progress achieved since the start of the SP period.

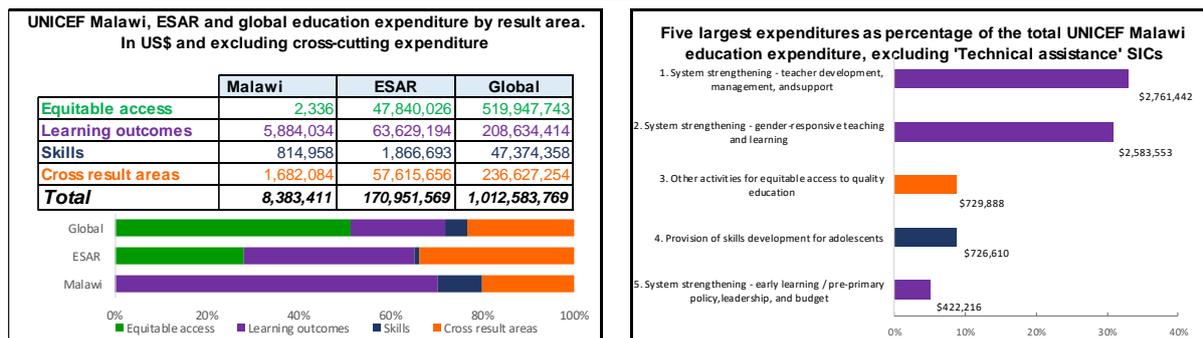
Certain frames are blank, if a country office is not working on activities that contribute to the related indicators, in which case “CO not working on” appears in the heading.

For specific **indicator definition and purpose**, users should refer to the [2018-2021 Strategic Plan Goal 2 Guidance \(Output indicators and related SMQs\)](#), that provides exhaustive information on all education output indicators presented in this section of the country profile, including definitions, dimensions and sub-dimensions, and detailed SMQ reporting instructions.

E. UNICEF Education Spending

Section E presents annual expenditure data sourced from UNICEF’s Division of Financial and Administrative Management (DFAM). The three programme areas are color-coded, in green for **Equitable access**, purple for **Learning Outcomes**, blue/black for **Skills** and orange for **cross-cutting spending**.

E. UNICEF Education 2018 spending, Source: Division of Financial and Administrative Management (DFAM)



The data on the left presents total education expenditures for the country office, the regional office and UNICEF globally, in real amounts by result (in the table), and as a distribution among results (in the bar charts). The bar chart on the right shows the country office's five activities that incurred the greatest spending and their amounts. The spending figures do not include cross cutting expenditure e.g. "26-02-01 Situation Analysis or Update on women and children" which get pro-rated under

F. Summary of Country Program

Section F draws on UNICEF's Results Assessment Module (RAM), to extract key data from the optional list of indicators selected by each country office to reflect their specific activities and programme, presenting key outcome, output and headline statements. As elsewhere, these are color-coded, in green for **Equitable access** activities purple for **Learning Outcomes** activities, blue/black for **Skills** activities and orange for **cross-cutting** activities.