



INDICATOR ANALYSIS

MEAN YEARS OF SCHOOLING (FEMALE)

ANALYSIS CONDUCTED BY FRANCOIS DAUDELIN & VAL PERCIVAL
FOR THE LANCET-SIGHT COMMISSION ON PEACEFUL SOCIETIES THROUGH HEALTH AND GENDER EQUALITY

How is the indicator calculated?	<p>The mean years of schooling indicator is measured as the “average number of years of education received by people ages 25 and older, converted from educational attainment levels using official durations of each level” (1).</p> <p>The method involves multiplying population share belonging to the age group in question (in this case 25 plus years of age) by the average educational attainment and the corresponding typical duration for the degree. This is done across all levels of education and separately for men and women.</p>
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GLOBAL TRENDS

What are the global patterns for this indicator? Trends, geographic patterns etc.	Mean years of schooling have increased globally – primarily among countries of low or medium human development (based on the HDI) where numbers have approximately tripled (and more than tripled in the case of low human development countries). African countries lag behind those of other continents (1).
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RELEVANCE TO UNDERSTANDING RELATIONSHIPS AMONG GENDER, HEALTH, FRAGILITY/PEACE

How could this indicator contribute to our understanding of how gender, health and fragility and peace influence one another?	Provides a gender disaggregated measure of educational undertakings. Years of schooling can be more insightful than educational attainment since it provides an ordinal average measure rather than a categorical level of attainment for any specific education level. Furthermore, the measure is more accurate in country comparisons since educational attainment across countries due to differences in degree requirements (namely the years required for degree completion).
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UTILITY

What does the indicator measure?	The indicator estimates the average number of schooling years of women based on educational attainment– limited to those above 25 years of age.
What does it NOT measure - what does it miss?	The indicator does not measure the total amount of years of schooling, but rather the total years of schooling that culminated in degree completion. Those having not completed a degree would not see any of the years of schooling attributed to that degree/level of education counted.

AVAILABILITY

Sources for indicator (CRVS, DHS etc.);	<p>Labour force surveys, DHS, MICS, Population survey. "Data on mean years of schooling used for the calculation of the HDI are drawn from two sources: the Barro-Lee dataset on educational attainment and calculations by the UNDP" (2)</p> <p>Indicator values can be found at the following sources:</p> <p>UNDP website from (country and regional 1990-2019): http://hdr.undp.org/en/indicators/24106</p> <p>The Barro and Lee dataset (3) (country level 1950-2010) http://www.barrolee.com/</p> <p>UNDP data is taken from the UNESCO institute for statistics (4), the Barro and Lee dataset, surveys and the OECD (5).</p>
Most recent date available;	2019
Availability across geographic areas;	In the UNDP dataset the indicator is available in most countries worldwide, 176 countries in total. The Barro and Lee dataset covers 146 countries.
Availability in conflict affected settings;	Data is available for the DRC, Yemen, South Sudan, Afghanistan, Syria and Libya.

GRANULARITY

Disaggregation at national level

Data disaggregated by sex;	Yes (limited but also available for some other age ranges)
Data disaggregated by identity group (race, ethnicity);	No
Data disaggregated by income	No
Data disaggregated by citizenship	No

Data disaggregated by migration background	No
<i>Disaggregation at sub-national level</i>	
Data disaggregated by geographic region;	No
Data disaggregated by identity group (race, ethnicity);	No
Data disaggregated by income.	No
Data disaggregated by age.	No

VALIDITY

Clear and accepted international standards for indicator;	Yes, the standards are clear across all countries
Validity of measurement of indicator generally accepted;	Highly reliable but it should be noted that some results are modelled, and missing observations use extrapolation. For this reason, caution should be used when using estimates of countries with missing observations.

RELIABILITY

Reliability of indicator generally accepted;	Yes
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COMPLEXITY

Enables analysis across time and location.	Yes
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OTHER REFLECTIONS

<p>Are indicator values imputed/modelled?</p>	<p>The Barro and Lee database fills missing data using forward and backward extrapolation (3). In the event of countries reporting combined categories (female and male), enrollment data are used to disaggregate estimates by sex.</p> <p>The sources and methods used to derive country estimates provided by the UNDP vary by country and are specified on the database website (1):</p> <ol style="list-style-type: none"> 1. The UNESCO UIS datacentre impute some of their missing values to produce complete and comparable datasets (2). 2. Data provided by the OECD vary in source and quality and are specified for each country in the Education at a Glance 2019 report's methodological annex (5). 3. Some estimates provided by the UNDP are derived using cross country regression. <p>No uncertainty bounds are offered for estimates provided by the UNDP.</p>
<p>Other reflections and debates</p>	<p>Caution should be exercised when comparing indicator values through time and space because of the lack of uncertainty bounds and the variability in methods and sources used by the UNDP.</p>

References

1. United Nations Development Programme. Mean years of schooling, female (years) [Internet]. [cited 2021 Oct 1]. Available from: <http://hdr.undp.org/en/indicators/24106>
2. UNESCO Institute for Statistics. UIS Frequently Asked Questions: Education Statistics [Internet]. Available from: <http://uis.unesco.org/sites/default/files/documents/uis-frequently-asked-questions-education-statistics-2016-en.pdf>
3. Barro RJ, Lee JW. A new data set of educational attainment in the world, 1950–2010. *Journal of development economics*. 2013;104:184–98.
4. UNESCO Institute for Statistics. Data for the Sustainable Development Goals [Internet]. [cited 2021 Oct 1]. Available from: <http://uis.unesco.org/>
5. OECD. Education at a Glance 2019: OECD Indicators Annex 3 Sources, methods and technical notes [Internet]. 2019. Available from: https://www.oecd-ilibrary.org/education/education-at-a-glance-2019_d138983d-en;jsessionid=qHbW6QgR-qpv1iYTey2EKTW3.ip-10-240-5-120