Indicators for target 4.5

Technical Cooperation Group (TCG) meeting

12-13 May 2016

Washington, D. C

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.***

- ***Goal 10: Reduce inequality within and among countries***

Many cooks in the equity data kitchen

Inter-Agency Expert Group on SDGs

Disaggregation required for all indicators by sex, location, wealth, persons with disabilities

Education 2030 Framework for Action

… all countries should collect, analyse and use disaggregated data, broken down by the specific characteristics of given population groups, and ensure that indicators measure progress towards reducing inequality.

A range of new initiatives related to disaggregated data

- Inter-Secretariat Working Group (UNSD)

- International Household Survey Network (IHSN)

- IAEG – SDGs working group (countries only)

Indicators of Target 4.5

- Parity indices (<u>cross-cutting</u>) – GLOBAL INDICATOR

- 18. Percentage of students in primary education whose first or home language is the language of instruction

- 19. Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

- 20. Education expenditure per student by level of education and source of funding

- 21. Percentage of total aid to education allocated to low-income countries

Which indicators are being generated from household survey data by the UIS?

- **Entry:** gross intake ratio, net intake rate
- **Participation:** over-age and under-age attendance, gross attendance ratio, net attendance rate (adjusted, total), school life expectancy
- **Out-of-school children:** out-of-school rate and type
- **Progression:** percentage of repeaters, repetition rate, survival rate, drop-out rate, transition rate
- **Completion:** gross intake ratio to last grade
- **Educational attainment:** population by completed level of education, mean years of schooling
- **Literacy:** self-reported and assessed literacy rate

Where parity concepts/data are missing

**Legend:**
- No international standard or data source (red)
- There is an internationally robust data source (green)

	4.1							4.2					4.3			4.4		4.5						4.6			4.7					4.a				4.b		4.c				
Indicator number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	…	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Currently collected by UIS	0	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	…	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0
There is an internationally standardized and unique source for all countries (national average)	0	0	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	…	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0
Need for disaggregated data (equity)	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	…	1	0	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	0	0	0
There is an internationally standardized and unique source for all countries (equity issue)	0	0	0	0	1	0	…	0	0	0	0	…	1	1	0	0	0	…	0	…	…	…	0	0	0	…	0	0	…	…	0	0	0	0	…	…	…	0	…	0	…	…	…	…

Target descriptions:

- **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
  - Sub-columns: Learning, Completion, Participation, Provision
- **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
  - Sub-columns: Readiness, Participation, Provision
- **4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
  - Sub-columns: Participation
- **4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for
  - Sub-columns: Skills
- **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
  - Sub-columns: Equity-cross target, Policy
- **4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
  - Sub-columns: Skills, Provision
- **4.7** By 2030, ensure that all learners acquire the 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...
  - Sub-columns: Policy, Knowledge, Provision
- **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
  - Sub-columns: Resources, Environment
- **4.b** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries and small island developing States
  - Sub-columns: Number
- **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
  - Sub-columns: Qualified, Trained, Motivated, Supported

Parity indices

- **Definition:** female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available for all indicators on this list that can be disaggregated

- The indicator is in **Tier I. No need for placeholder**

- **Data source and coverage**: Administrative data or household survey data on enrolment; census and surveys of population. Good coverage from UIS data depending on indicator.

- Alternative indicators include: (i) odds ratio; (ii) concentration index; or (iii) least advantaged group (e.g. poorest rural girls) relative to the mean

Limits of parity indices relative to absolute level of indicator
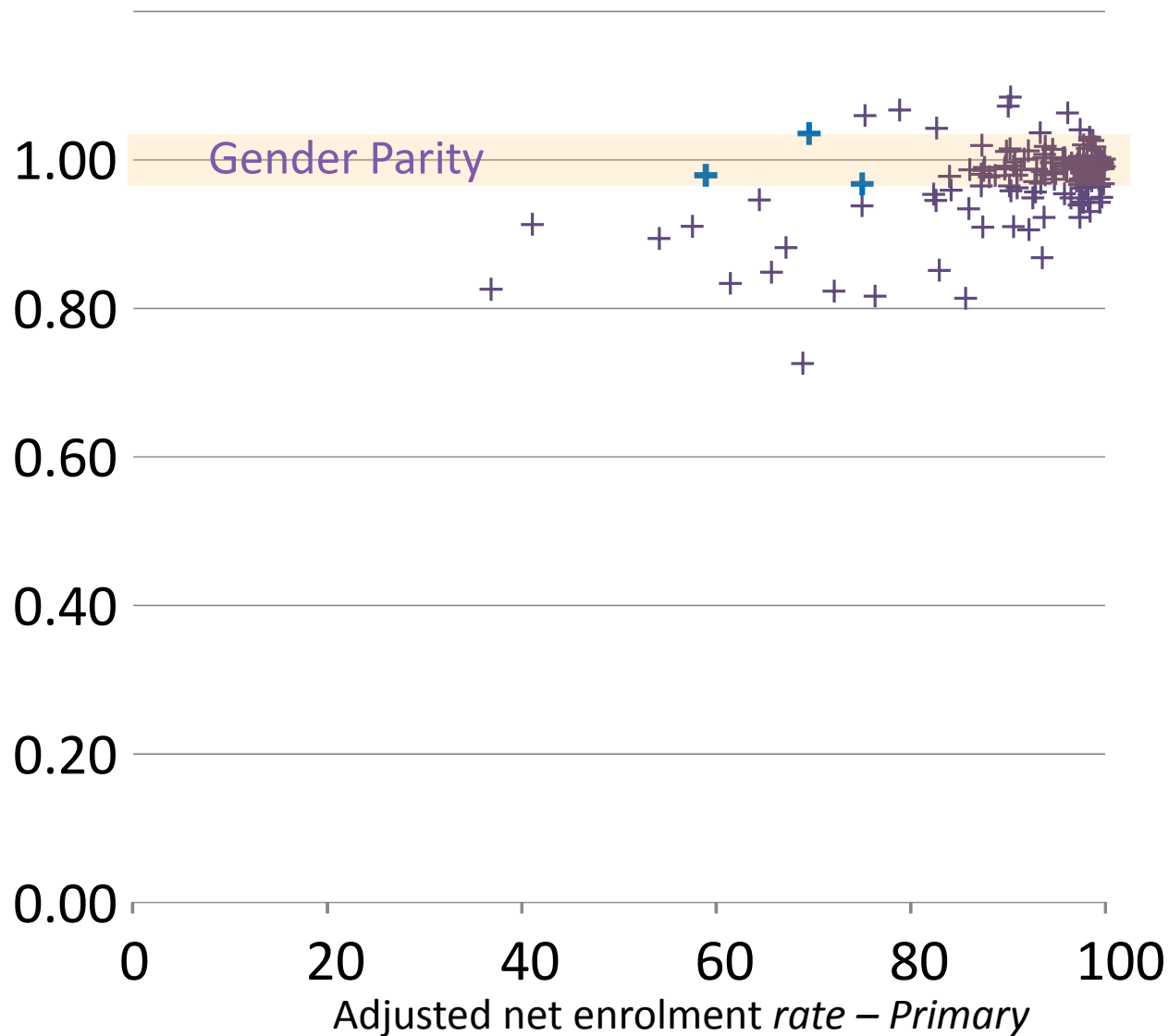
UNESCO Institute for Statistics

18. Percentage of students in primary education whose first or home language is the language of instruction

- Definition: Measures of home language and language of instruction will be required to develop a global measurement tool

- The indicator is in Tier 3. Placeholder needed

- Data source and coverage: Potential of existing large-scale assessment initiatives (e.g., TERCE, PASEC)

19. Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

- ☐ Tier proposed for the indicator: 3
- ☐ Placeholder indicator is needed, 2 new proposals
  - ■ Existence of incentives to allocate teachers to schools in disadvantaged areas
  - ■ Percentage of household expenditure on education, poorest quintile
- ☐ Close to target but not widely available currently

20. Education expenditure per student by level of education and source of funding

- Definition: Total funding from government, private and international sources by level of education per student enrolled at that level in a given year. The results should be expressed (i) as a percentage of GDP per capita; and (ii) in PPP$ (constant). Considers funding for in public and private institutions together unless disaggregation needed

- Tier proposed for the indicator: 1

- No placeholder indicator is needed

- The coverage of this indicator, especially for private education expenditure, needs to be expanded significantly

21. Percentage of total aid to education allocated to low-income countries

- Definition: Total net official development assistance (ODA) for education in low-income countries (including early childhood, primary, secondary and tertiary education, and scholarships and student costs in donor countries expressed as a percentage of total net official development assistance to education. Low-income countries are those defined by the World Bank. Only donor countries will be required to report this indicator (OECD-DAC).

- Tier proposed for the indicator: 1

- No placeholder indicator is needed

Indicators and proposed tier levels

No.	Indicator	Tier level
…	Parity indices	1
18.	Percentage of students in primary education whose first or home language is the language of instruction	3
19.	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	3
20.	Education expenditure per student by source of funding	1
21.	Percentage of total aid to education allocated to low income countries	1

Indicators and placeholders

	Original indicators	Potential placeholders	Proximity to concept	Proximity to target	Cross-national comparability	Country and regional coverage	Periodicity
18.	Percentage of students in primary education whose first or home language is the language of instruction	New proposals					
19.	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	Existence of incentives to allocate teachers to schools in disadvantaged areas	YES	YES	YES?	POOR	could be annual
		Percentage of household expenditure on education, poorest quintile	YES	YES	YES	POOR	3-5 years
20.	Education expenditure per student by level of education and source of funding	As original indicator for sources of public funding	YES	YES	YES	GOOD	annual

Possible data sources and compilers

- International survey programmes: DHS, LSMS, MICS
- Regional survey programmes: ECLAC
- National income and expenditure surveys, labour force surveys and other types of surveys
- National population censuses: micro datasets (e.g., Brazil, Russia), IPUMS
- Skills assessments – international: PIACC, citizen-led assessments

- Databases
  - UIS Data Centre
  - World Bank
  - UNICEF-MICS
  - LIS / LES

  - IHSN

Are we ready to monitor and report on Target 4.5?

While there is progress since 2000, still need to:

o **Reach consensus** on:

  o definitions of key indicators

  o method to process education data from surveys

  o what types of measures to use

o **Discrepancies** in estimates

o Potential data sources being **under-utilized**

Countries **do not yet report sufficiently on disparities** in education by different population groups

Questions

- ❑ What further development work should be undertaken on indicators for Target 4.5?

- ❑ Are the proposed placeholders useful?

- ❑ Are there better, available placeholders for use in the short term?