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United Nations Educational, Scientific and Cultural Organization

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Data for sustainable development UNESCO in the 2030 agenda

UNESCO Executive Board

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1. UNESCO and the 2030 Agenda

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The 2030 agenda: the Sustainable Development Goals

- The new development agenda explicitly recognizes poverty, inequality, food security, environmental sustainability and the realization of human rights as universal
- Sustainable development requires sustainable data
- More data is needed at a local level to help strategic planning, investing, follow-up, accountability
- Paradigm shift: national statistics on development must be based on disaggregated sub-national data

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The 2030 agenda: new demands for information

- Transform data into knowledge:
  - National agencies need to provide data to the users (policy makers, schools, media, parents)
  - Engaging countries in the use of data in policy and practice
  - Training national offices in understanding new data needs and reporting
  - Emphasize the need to integrate systems **and to use them**

UNESCO and the monitoring of international commitments

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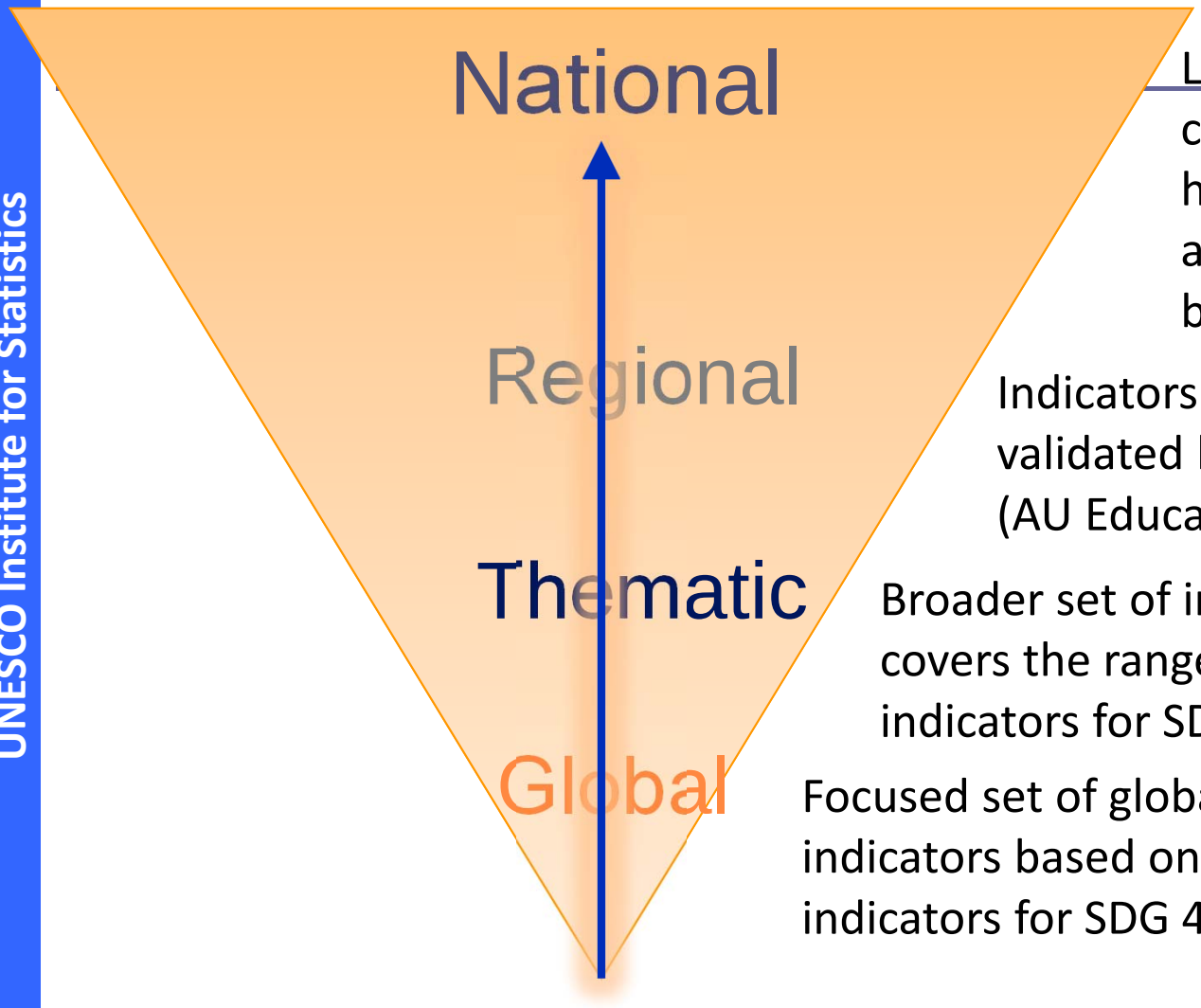
- Important role in the monitoring of the Education for All and the Millennium Development Goals

- The challenge of the new development agenda: the Sustainable Development Goals
  - Equity, poverty
  - Includes more goals, targets and indicators
  - Areas not included before

Proposed levels of monitoring (UNSG*)



Link to national plan; consult national stake-holders; recognize context and address inclusion and broader learning goals

Indicators to monitor frameworks validated by regional groupings (AU Education decades, EU2020)

Broader set of indicators than globally covers the range of sectoral priorities (43 indicators for SDG 4)

Focused set of globally comparable indicators based on clear criteria (11 indicators for SDG 4)

*UN Secretary General's Synthesis Report, December 2014

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Global SDG indicators: identification

- **Inter-Agency and Expert Group on SDG indicators** (IAEG-SDGs) established by UNSC to develop the proposal (May 2015)
  - **Members**: 28 regionally-representative UN Member States represented by their national statistical offices
  - **Observers**: International and regional organizations and agencies, civil society and NGOs, and academia
  - First IAEG-SDGs meeting: 1-2 June 2015
  - **Open consultation** on IAEG's first indicator proposal (11 August – 11 September)
  - **UN system consolidated set** of indicator proposals – one indicator per target (5 September)
  - **Internal IAEG consultation** on results (21 September – 15 October)
  - Second IAEG-SDGs meeting: 26-28 October 2015
  - **IAEG's final proposal** submitted to UNSC (mid-December 2015)

Adopting the global indicator framework

- ECOSOC Management and Coordination Committee
  - Will consider report from 47th session of the UN Statistical Commission (1-3 June)
- UN General Assembly
  - Will adopt the indicator proposal (assuming ECOSOC adopts the proposed resolution on the UNSC report) – in either June or September

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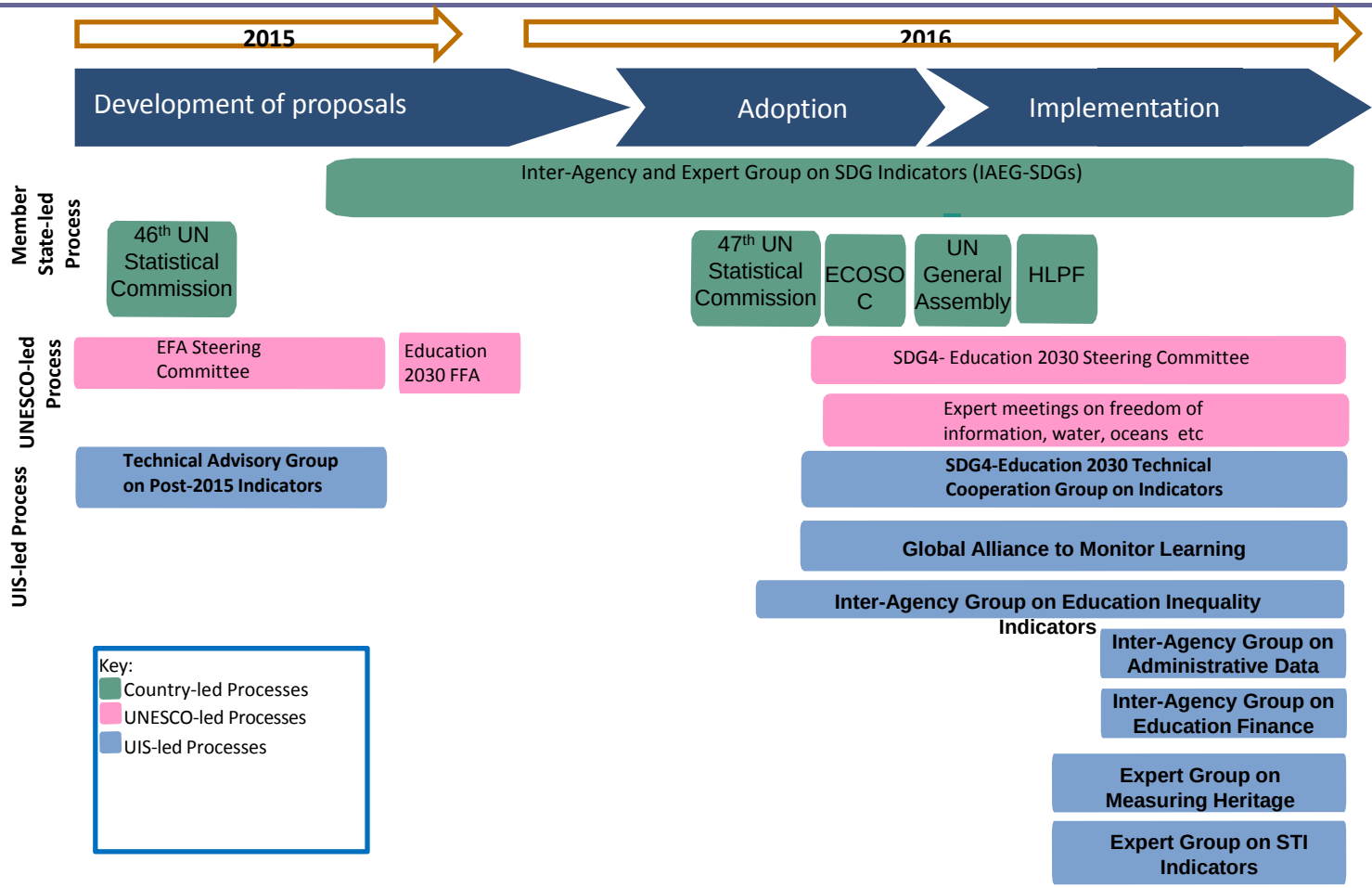
Processes leading to the adoption of the SDGs global indicator framework



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UIS in the SDG Global Indicator Framework

- Coordinates the UNESCO contributions to the development of the global indicator framework
- Represents UNESCO in the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and in the UN Statistical Commission (UNSC)
- Submits data and storylines for the UN Secretary-General's SDG Progress Report and the UN Statistics Division's SDG database
- Produces global indicators for all countries for selected targets in goals 4, 9, 11, 12 and 13

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2. The Global Indicator Framework

Implementing the global indicator framework

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IAEG-SDGs

- Has developed a 'tier' system for classifying indicators by level of development and data availability.
  - Will develop a work plan for Tier 3 indicators which require methodological development
- Has established working groups on
  - Data disaggregation (Members only)
  - Interlinkages across goals
  - Geo-spatial information
  - SDMX
- Will set up a procedure for the review and revision of global indicators (following formal adoption)

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SDG Global indicators on education (1)

- **4.1.1** % of children and young people achieving proficiency in reading and mathematics
- **4.2.1** % of children under 5 who are developmentally on track
- **4.2.2** Participation rate in organized learning (one year before official start of primary)
- **4.3.1** Participation rate of youth/adults in education and training
- **4.4.1** % of youth/adults with ICT skills
- **4.5.1** Parity indices (sex, location, wealth etc)
- **4.6.1** % of youth/adults achieving proficiency in functional literacy and numeracy
- **4.7.1 and 12.8.1** Extent to which global citizenship education and education for sustainable development are mainstreamed

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SDG Global indicators on education (2)

- **4.a.1** % of schools with access to basic services and facilities (electricity, Internet, computers, adapted infrastructure, drinking water, single-sex toilets and handwashing facilities)
- **4.b.1** Overseas development assistance spending on scholarships
- **4.c.1** % of trained teachers

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SDG Global indicators on education (3)

- **1.a.2** % of total government spending on education, health and social protection
- **5.6.2** Number of countries with laws guaranteeing women access to sexual and reproductive health care, information and education
- **8.6.1** % of youth not in education, training or employment
- **13.3.1** Number of countries that have integrated climate change education into school curricula

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SDG Global indicators on Science, technology and innovation (STI)

- 17 Goals, but none specifically for STI
  - although innovation is part of Goal 9
- STI appears in only a few targets…
- … and in even fewer indicators

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SDG Global *targets* on Science, technology and innovation (STI)

- 2a. Increase investment in agricultural research
- 3b. Support the research and development of vaccines and medicines for the communicable and non-communicable diseases
- 7a. facilitate access to clean energy research and technology
- 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation
- 8.3 Promote development-oriented policies that support entrepreneurship, creativity and innovation
- 9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
- 9b. Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment
- 14a. Increase scientific knowledge, develop research capacity and transfer marine technology
- 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation
- 17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries

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SDG Global *indicators* on Science, technology and innovation (STI)

- 3.b.2 Total net official development assistance to medical research and basic health sectors
- 9.5.1 Research and development (R&D) expenditure as a proportion of GDP
- 9.5.2 Researchers (in full-time equivalent) per million inhabitants
- 14.a.1 Proportion of total research budget allocated to research in the field of marine technology
- 17.6.1 Number of science and/or technology cooperation agreements and programmes between countries, by type of cooperation
- Plus 7 ICT indicators

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SDG Global targets on Culture (1)

- **2.5**: "…associated traditional knowledge"
- **4.7**: "…promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"
- **8.3**: "Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation,…"
- **8.9**: "By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products"

SDG Global targets on Culture (2)

- **11.4**: “Strengthen efforts to protect and safeguard the world’s cultural and natural heritage”
- **12b**: “Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products”
- **16.4**: “By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime”

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Cultural Specific SDG Target

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

- Target 11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage

Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage (cultural, natural, mixed, World Heritage Centre designation), level of government (national, regional, and local/municipal), type of expenditure (operating expenditure/investment) and type of private funding (donations in kind, private non-profit sector, sponsorship)

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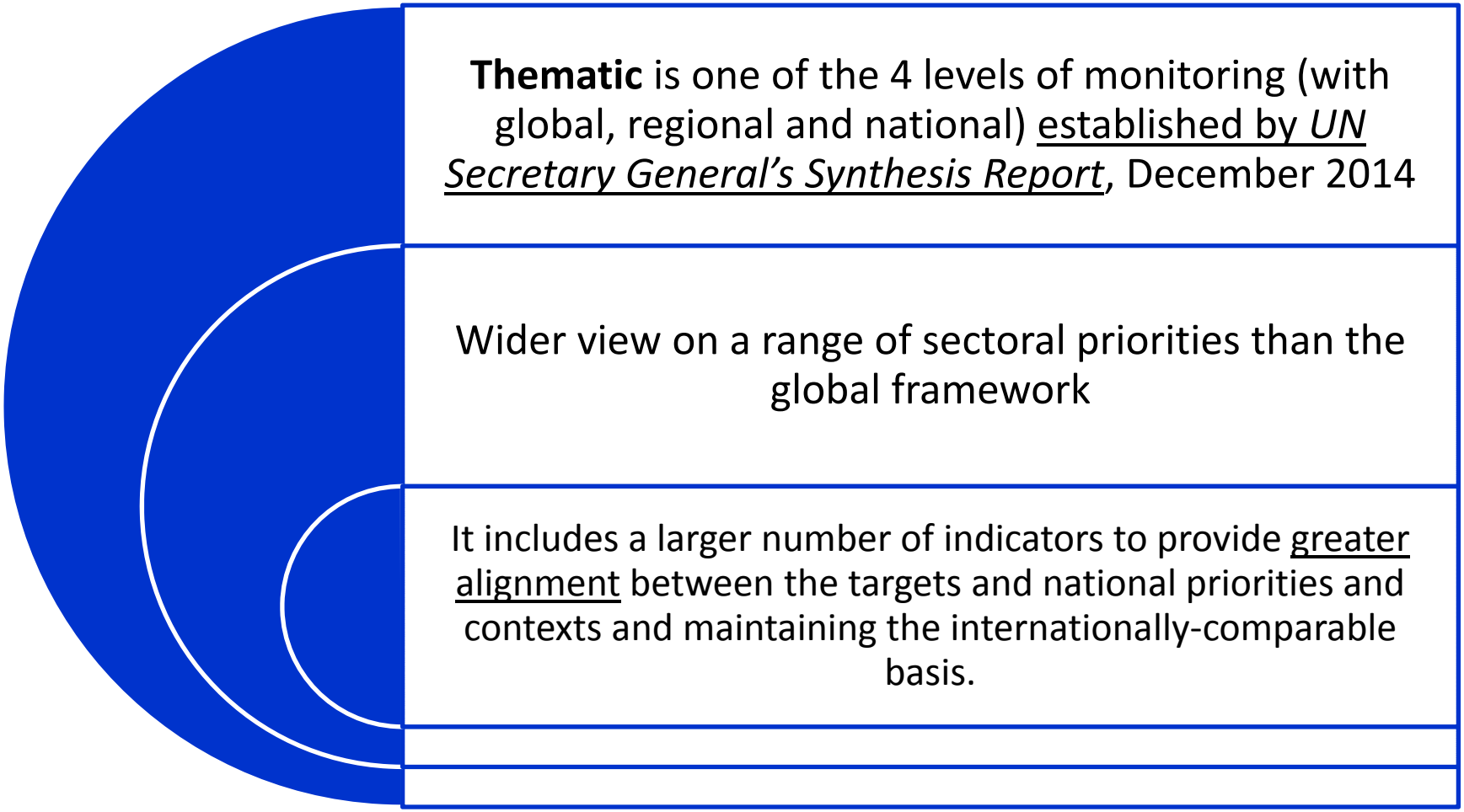
3. The thematic indicator frameworks

Why a thematic indicator framework?



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SDG Thematic Indicator Frameworks

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UIS

- Led the development of thematic indicator sets for internationally-comparable sectoral reviews
  - education (43 indicators)
  - ICTs for development (35 indicators)
- Is developing thematic indicator sets for
  - science and innovation
  - heritage

Implementing global and thematic indicator frameworks

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UIS

- Establishing various groups of experts, countries and agencies
  - Global Alliance to Monitor Learning
  - Education 2030 Technical Cooperation Group
  - IAG on Education Inequality Indicators
  - Others
- Conducted rapid appraisal on countries on data availability for SDG education indicators
- Developing new products to inform countries, policy makers, data users and the general public about the SDG indicators and tools to assist in their monitoring

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UNESCO's approach to indicators framework

Development of indicators in a process which is:

Technical:

Essential to adhere to fundamental principles of official statistics (UNGA, 03 March 2014)

Open:

To feedback from political community and stakeholders

Inclusive and transparent:

Countries, CSOs and international organizations

Coordinated:

Joint chairing with UNESCO ED/ESC and integrated to global monitoring structure

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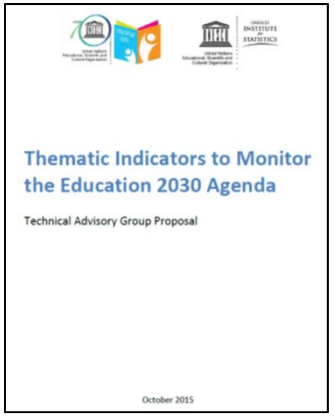
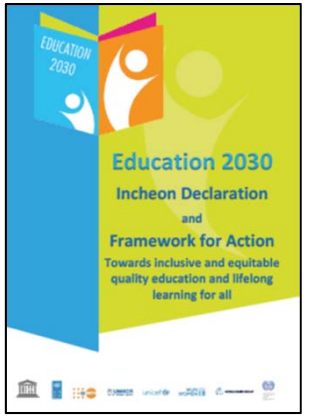
Finalization and implementation of thematic indicators in SDG4

- March 2014- May 2015: proposal for the thematic set of indicators was developed and incorporated in the Framework for Action at the WEF in Incheon, Republic of Korea.
- TAG expanded in 2015 to include a representative number of UNESCO Member States and CSO to further refine the proposal.
- New thematic indicators incorporated in Annex II of the E2030 FFA as *working draft*.





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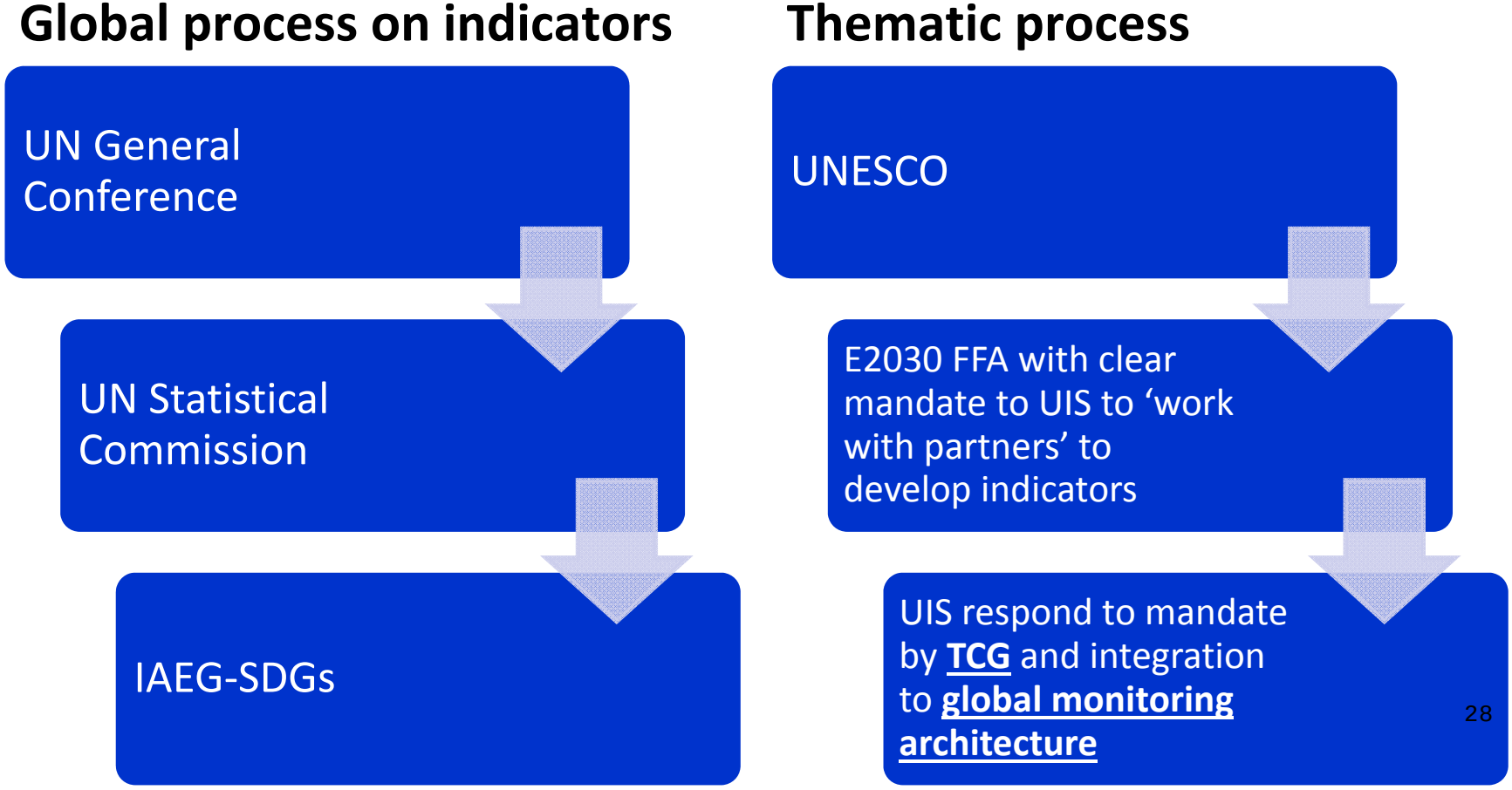
Implementation of the SDG4-Education 2030 indicators

Separation between establishment of agenda from *technical process on indicators* was definition made by UNGC



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Expanded view on education of the thematic set of indicators (1)

Participation and completion

- Participation in ECCE
- Participation in primary and secondary education
- Participation of youths and adults
- Completion in primary and secondary education

Policy and provision

- Years of free and compulsory education from pre-primary to secondary education
- Public policies promoting equity
- Provision of GCED, HIV and sexuality education and Human Rights Education

Knowledge, skills, learning and readiness

- Learning outcomes at primary and secondary education
- Readiness: school readiness of children under 5; stimulating home learning environment
- Skills: ICT skills, digital literacy. Literacy skills.
- Knowledge: GCED, environmental science and geoscience

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Expanded view on education of the thematic set of indicators (2)

School infrastructure and environment

- Resources
- Environment

Scholarships

- Numbers
- Volume of ODA flows

Teachers

- Qualifications
- Training
- Motivation
- Support

STI and Culture

- STI
  - Task group to develop the **thematic list**, led by UIS and including agencies and countries to present the developed list to the IAEG-SDG and the UN Statistical Commission
  - Develop **monitoring reports** with the list
- Culture:
  - UIS will convene a meeting of the **Expert Group on Heritage Statistics** (September 2016) to discuss a work programme for heritage statistics including the monitoring of SDG indicator 11.4.1
  - Develop and implement an **annual data collection survey for heritage statistics** (2017 and onward)

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4. Forum Knowledge to create data awareness

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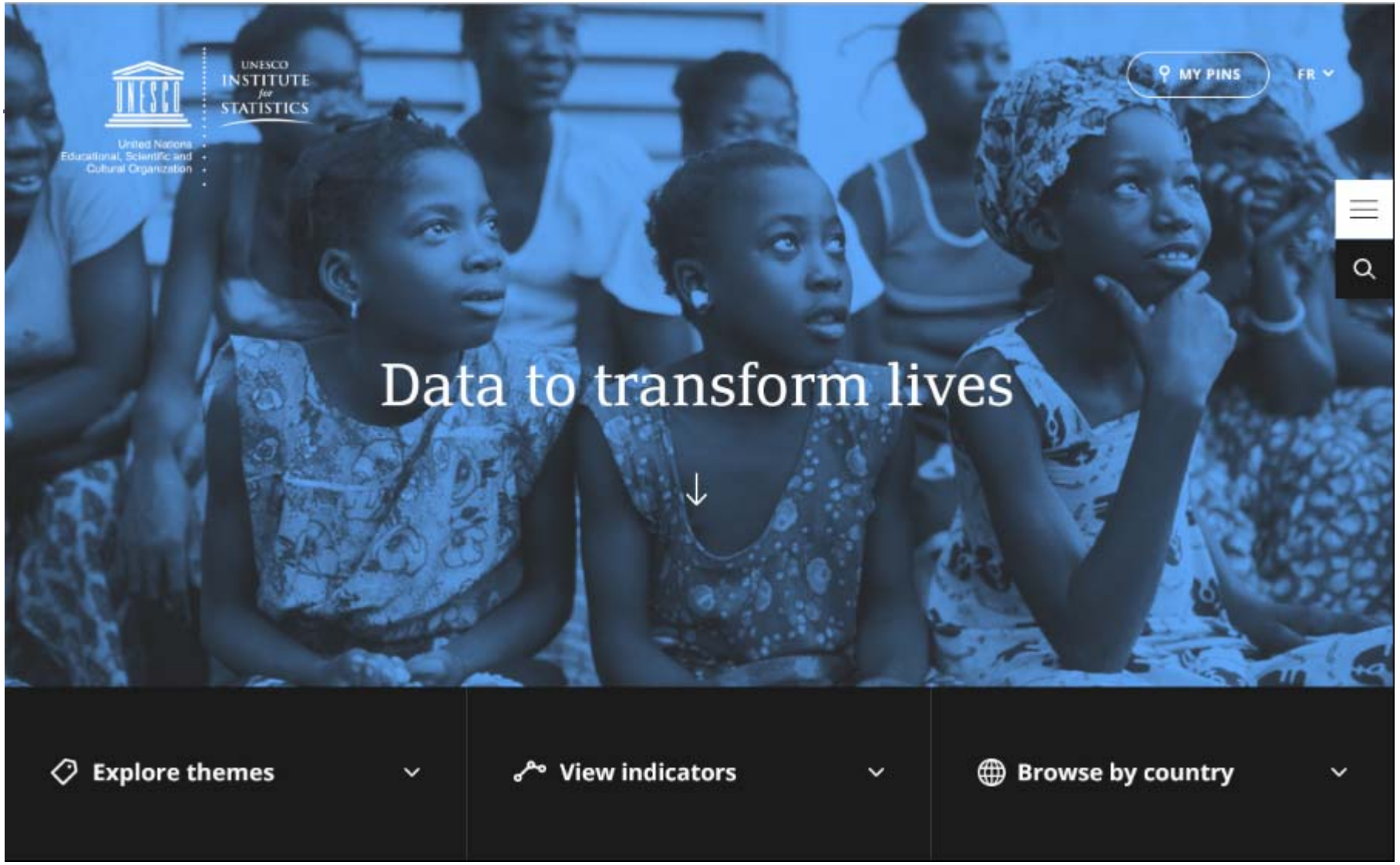

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Education & Literacy | Science, Technology & Innovation | Culture | Communication & Information

General Informations

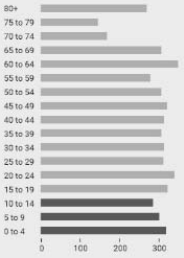
GENERAL INFORMATION

Socio-economic indicators, 2013

Total population (in thousands)	5,426
Annual population growth (%)	0.5
Population aged 14 years and younger (in thousands)	892
Rural population (% of total population)	16
Total fertility rate (birth per woman)	1.8
Infant mortality rate (per 1000 live births)	2
Life expectancy at birth (years)	80
Prevalence of HIV (% of population aged 15-49 years)	..
Poverty headcount ratio at 2 PPP a day (% of population)	..
GDP per capita - PPP	38,271
Annual GDP growth (%)	-0.8
Total debt service (% of GNI)	..
GDP in billions - PPP	207

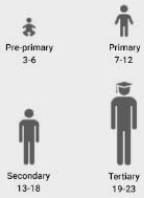
GENERAL INFORMATION

Total population by age group, 2013 for Education (in thousands)



GENERAL INFORMATION

Official school ages of level of education

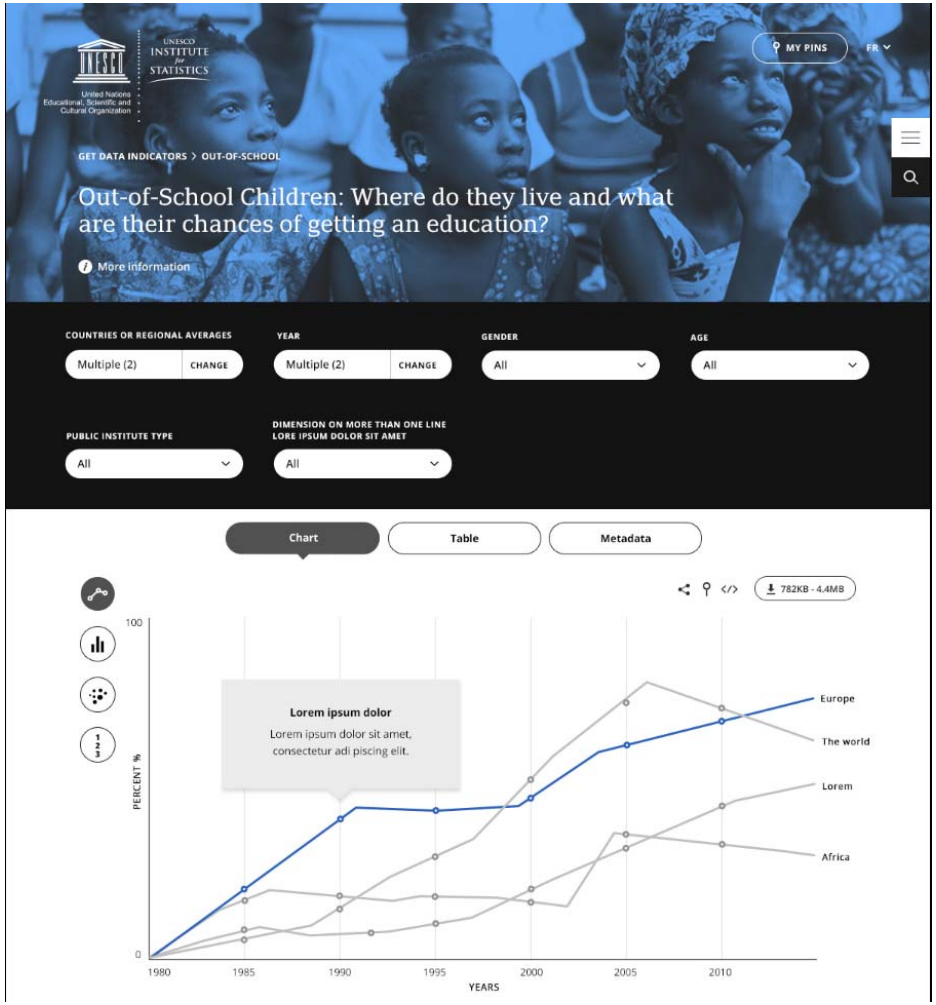


Participation in Education

Progress and Completion in Education

Education Expenditures

Illiterate Population



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Mapping assessment efforts…

The Learning Assessment Capacity Index (LACI) provides a summary of how countries are measuring learning outcomes.

LACI have five components and is based on responses to five questions. For each question, negative responses amount to zero and a positive response equals one.

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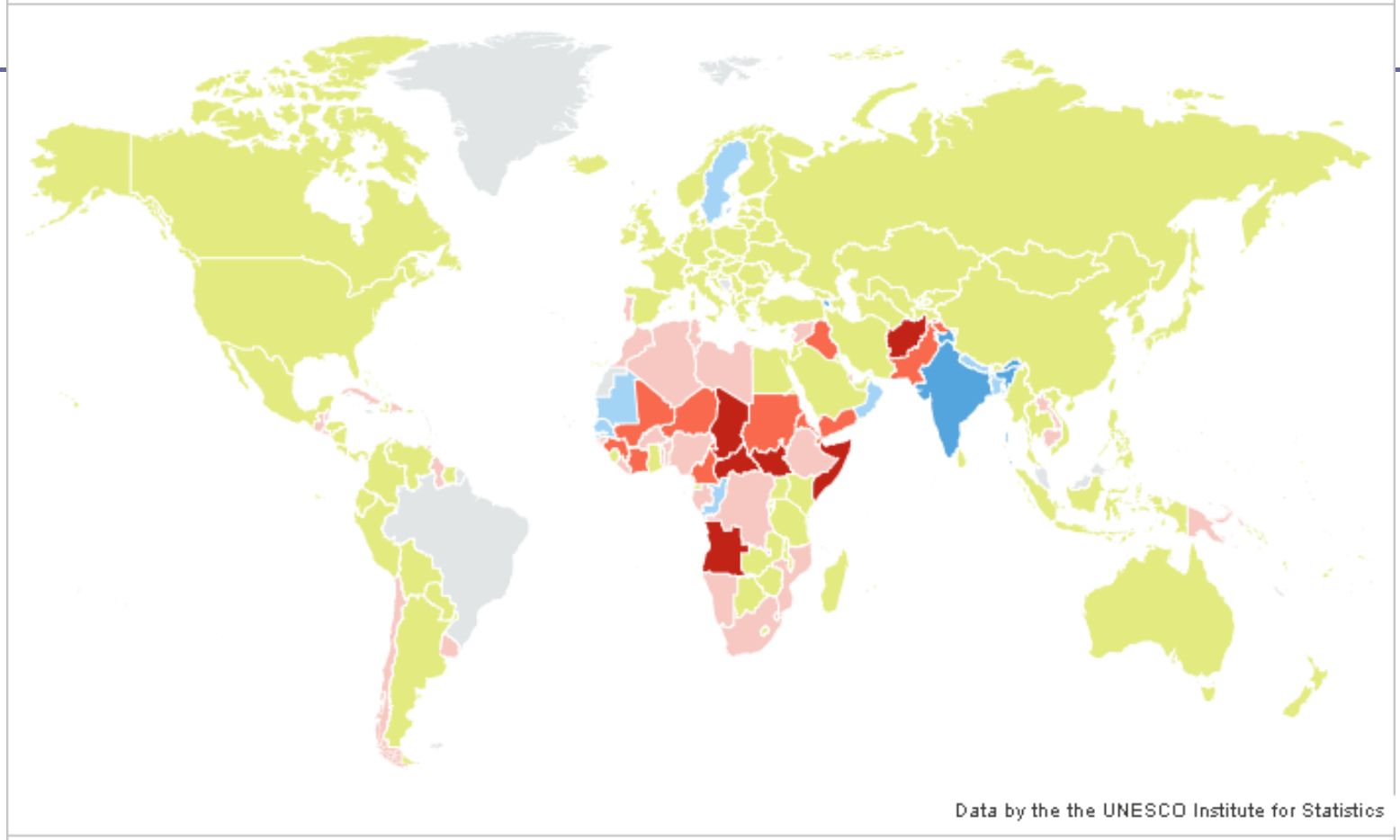
Can girls expect the same number of years of primary education as boys? (gender parity index) (2015)



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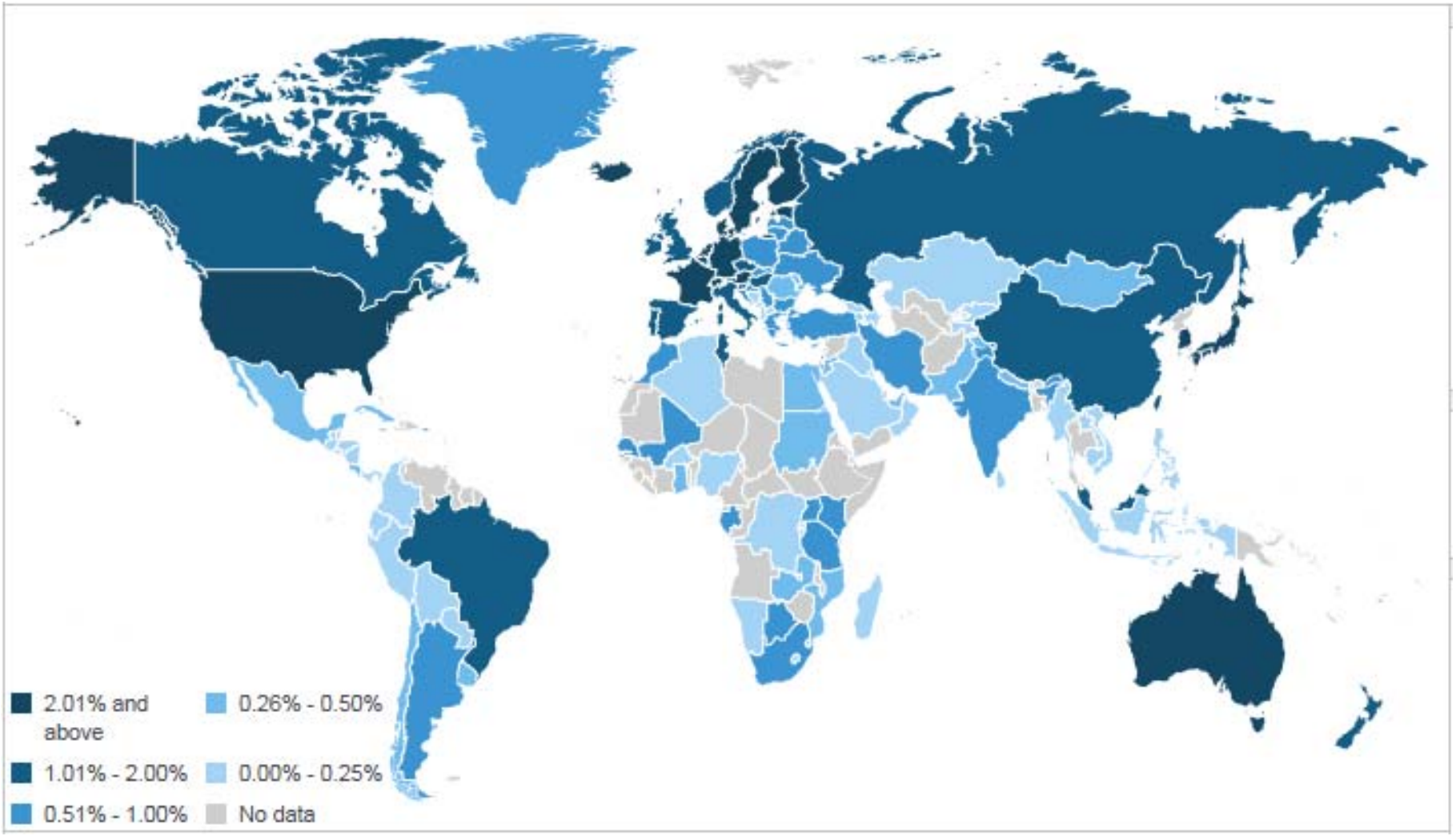
R&D expenditure as a % of GDP



Source: UIS e-Atlas of Research and Development

5. Some final remarks

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SDGs Effective Implementation

- Heart of implementation at the country level
- Governments have primary responsibility for Education 2030
- Regional strategies and frameworks
- Technical support from convening agencies, regional and intergovernmental organisations, others

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Without collaborative action is difficult to improve results

- Coordinating the work from a recognized institutional setting
  - UNESCO is the UN depository for comparable statistics in the field of education, science and technology, culture and communication
- With standards and protocols aligned with UN statistical principles and processes
  - Direct production of statistics *in collaboration* with countries and *validated* by countries
  - Recognized secondary sources of information (UNPD, …)
- Coordination mechanisms and partnerships
  - To privilege and serve countries' needs
  - To develop solid infrastructure to maximize synergies and reduce overlapping of efforts that includes non-state actors at the system level.
  - Need to *commit research and donors* to support the SDG agenda

Thank You

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