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Education  
2030

# Introduction to the Thematic Indicator Framework for SDG4 - Education 2030

First meeting of the  
Technical Cooperation Group on the Indicators  
for SDG4 - Education 2030

World Bank. Washington, D.C.

12-13 May 2016

Juan Cruz Perusia

UIS Regional Advisor, Latin America and the Caribbean

# Outline

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1. What is the thematic indicator framework and why was developed?
2. Process to define the thematic indicator proposal
3. Status of the thematic indicator framework

# What is the thematic indicator framework

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- A set of 43 indicators to track progress on the SDG4 – Education 2030 Agenda on an internationally-comparable basis
- It includes 11 indicators proposed by the IAEG-SDGs for tracking SDG 4
- A reference for regional reviews and national monitoring
- Developed by the Technical Advisory Group (TAG). Group established by UNESCO in the framework of the SDG 4 education agenda to:
  - provide recommendations for education indicators
  - help guide the establishment of a measurement agenda

# Why a thematic indicator framework

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- ❑ Thematic is one of the 4 levels of monitoring (global, regional and national) established by *UN Secretary General's Synthesis Report*, December 2014: “to chart global progress at regular intervals on the sustainable development framework to help to identify challenges and bottlenecks and to mobilize action to address them” (page 31)
- ❑ Wider view on a range of sectoral priorities than the global framework
- ❑ It includes a larger number of indicators to provide greater alignment between the targets and national priorities and contexts and maintaining the internationally-comparable basis.

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## 2. Process to define the thematic indicator proposal

# A brief history of the thematic indicator proposal <sup>(1)</sup>

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- The TAG is established in 2014 by UNESCO and chaired by the UNESCO Institute for Statistics.
  - To provide guidance on indicators to the EFA Steering Committee and then the Education 2030 Drafting Group.
  - Initially, members included experts from the World Bank, OECD, UNICEF, the EFA GMR team and UNESCO itself.
- March 2014- May 2015: proposal for the thematic set of indicators was developed
  - November 2014- January 2015 was held a global on-line consultation on the proposal.
- May 2015: the proposal was incorporated to the Framework for Action at the WEF in Incheon, Republic of Korea.
  - The WEF recommended the TAG be expanded to include civil society and a representative number of UNESCO Member States to further refine the proposal.

# A brief history of the thematic indicator proposal <sup>(2)</sup>

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- Following recommendations from the WEF, “Extended” TAG formed in June 2015
- Elaborated the proposal for thematic indicator framework for Education 2030 Framework for Action by
  - identifying potential improvements to the preliminary TAG proposal
  - agreeing on an approach to further consult Member States
- Modality of work
  - Co-chaired by UIS and UNESCO ED/ESC
  - Added twelve Member States and CSO representative
  - Two in-person meetings: 30-31 July and 22-23 September 2015
  - Consultation carried out by regional focal points.
  - List to be provided to the Education 2030 Drafting Group

# TAG Outcomes <sup>(1)</sup>

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- Proposal of thematic indicators incorporated in the Annex II of the Education 2030 Framework for Action as *working draft*
- The indicators proposed reflect a consensus in the TAG group based on consultation with every regional group and agency
- There were few areas where not full consensus was reached or there were some disagreements with the global proposal (as of September 2015)



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## 3. Status of the thematic indicator framework

# Thematic indicator framework (October 2015)



## Thematic Indicators to Monitor the Education 2030 Agenda

Technical Advisory Group Proposal

October 2015




## Education 2030 Incheon Declaration and Framework for Action

Towards inclusive and equitable  
quality education and lifelong  
learning for all

# Global indicator framework (March 2016)

United Nations E/CN.3/2016/2/Rev.1

 **Economic and Social Council** Distr.: General  
19 February 2016  
Original: English

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**Statistical Commission**  
Forty-seventh session  
8-11 March 2016  
Item 3 (a) of the provisional agenda\*  
**Items for discussion and decision: data and indicators  
for the 2030 Sustainable Development Agenda**

**Report of the Inter-Agency and Expert Group on  
Sustainable Development Goal Indicators**

**Note by the Secretary-General**

In accordance with Economic and Social Council decision 2015/216 and past practices, the Secretary-General has the honour to transmit the report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators. The present report provides an overview of the work of the Inter-Agency and Expert Group on the development of a global indicator framework for the Goals and targets of the 2030 Agenda for Sustainable Development. The report describes the activities undertaken by the Expert Group since its establishment following a decision of the Statistical Commission at its forty-sixth session, and also presents a proposal of global indicators for the follow-up and review of the 2030 Agenda.

The current revision presents in Annex IV the final list of proposed Sustainable Development Goals indicators for consideration by the Commission. Annex IV represents the revision of Annex III, which was announced in this report when originally released. Consequently, in the points for discussion of this revised report, para 38(b) was amended to read:



"[The Statistical Commission is invited to express its views and adopt...] (b) The global indicator framework for the Goals and targets of the 2030 Agenda for Sustainable Development as reflected in the indicators in *Annex IV* [instead of Annex III] to the present document."

All other text in this document is identical with the original document E/CN.3/2016/2 issued on 17 December 2015.

The Statistical Commission is invited to comment on progress made by the Expert Group and directions of future work. The points for discussion by the

\* E/CN.3/2016/1.

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➔ Current thematic indicator proposal should be adjusted according to global indicators

## The thematic education indicators: concepts covered by target

SDG 4 targets	Number of indicators	Concepts
4.1	7	Learning
		Completion
		Participation
		Provision
4.2	5	Readiness
		Participation
		Provision
4.3	3	Skills
4.4	2	Completion
		Equity
4.5	Parity indexes	
	4	Policy
4.6	3	Skills
		Provision
4.7	5	Provision
		Knowledge
4.a	5	School environment
4.b	2	Scholarships
4.c	7	Teachers
<b>TOTAL</b>	<b>43</b>	

# Expanded view on education of the thematic set of indicators <sup>(1)</sup>

## 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

# 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

## 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	1. Proportion of children and young people (i) in grades 2/3, (ii) at the end of primary, and (iii) at the end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics, by sex	<b>1 is IAEG's 4.1.1</b> No full consensus on early grades, but adopted globally
	2. Administration of a nationally-representative learning assessment (i) in primary education, (ii) at the end of primary and (iii) at the end of lower secondary	
Completion	3. Gross intake ratio to the last grade (primary, lower secondary)	
	4. Completion rate (primary, lower secondary, upper secondary)	
Participation	5. Out-of-school rate (primary, lower secondary, upper secondary)	
	6. Percentage of children over-age for grade (primary, lower secondary)	
Provision	7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	

## 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

Readiness	8. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being	<b>8 is IAEG's 4.2.1</b> Wide conceptual support Currently tracked via the Early Childhood Development Index available from MICS for 3- to 4-year-olds but work is needed to examine alternatives Basis to develop a set of questions for use across surveys
	9. Percentage of children under 5 years of age experiencing positive and stimulating home learning environment	
Participation	10. Participation rate in organized learning (one year before the official primary entry age), by sex	<b>10 is IAEG's 4.2.2</b> Concept of organized learning is challenging Significant data challenges in some regions . Some overlapping with 11
	11. Gross pre-primary enrolment ratio	
Provision	12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks	



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

Participation	13. Gross enrolment ratio for tertiary education	Widely available
	14. Participation rate in technical-vocational education programmes (15- to 24-year-olds)	Data are available on TV enrolment in upper secondary, post-secondary non-tertiary and short-cycle tertiary education. Challenges in collecting TVET data in settings other than formal schools/ universities.
	15. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	<b>15 is IAEG's 4.3.3</b> Calculated for a range of age-groups and for types of programme (e.g., TVET, tertiary, formal and non-formal adult learning education and training, etc.) Some overlapping with 14 but provides the flexibility for gradual development by type of programme.

#### 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

Skills	16.1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	<b>Recommended by TAG as the global indicator.</b> Considerable efforts will be required, but direct measure of skills (possible source IEA's ICILS).
	16.2. Proportion of youth and adults with ICT skills by type of skill	<b>Global. IAEG's 4.4.1.</b> Should be derived from ITU's survey, but based on self-declaration of individuals about having undertaken certain computer-related activities in a certain reference period.
	17. Adult educational attainment rates by age-groups and levels of education	Widely available indicator used as proxy for 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

<b>Equity cross targets</b>	Parity indices (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	<b>Global indicators, 4.5.1</b>
<b>Policy</b>	18. Percentage of students in primary education whose first or home language is the language of instruction	Major efforts required
	19. Existence of explicit formula-based policies which aim to reallocate education resources to disadvantaged populations	A framework will be required
	20. Education expenditure per student by level of education and source	
	21. Percentage of total aid to education allocated to low-income countries	

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

Skills	22. Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	<b>22 is IAEG's 4.6.1</b> With exception of STEP and PIACC countries, a cost-effective tool needs to be inserted in other surveys for use across countries. The target ages are 15-24 years for youth, 15+ years for adults but other age groups are also possible
	23. Youth / adult literacy rate	The target ages are 15-24 years for youth, 15+ years for adults but other age groups are also possible
Provision	24. Participation rate of youth/adults in literacy programmes	

## 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 diversity and of culture's contribution to sustainable development

<b>Provision</b>	25. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment	<b>25 is IAEG's 4.7.1 (and 12.8.1)</b>
<b>Knowledge</b>	26. Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	Indicator is conceptually well-specified but there is not currently a survey that collects the necessary data.
	27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	Originally proposed as the global indicator, but was dropped from the global list.
	28. Percentage of schools that provide life skills-based HIV and sexuality education	
	29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)	

## 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

Resources	30. Proportion of schools with access to (i) basic drinking water; (ii) basic sanitation facilities; and (iii) basic handwashing facilities (as per the WASH indicator definitions)	<b>30, 31 and 32 are IAEG's global indicator.</b>
	31. Percentage of schools with access to (i) electricity (ii) Internet access for pedagogical purposes and (iii) computers for pedagogical purposes	
	32. Percentage of schools with adapted infrastructure and materials for students with disabilities	
Environment	33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	The indicator is available (Global School-based Student Health Survey)
	34. Number of attacks on students, personnel and institutions	

**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 and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries**

<b>Resources</b>	35. Number of higher education scholarships awarded by beneficiary country	
	36. Volume of official development assistance (ODA) flows for higher education scholarships by sector and type of study	<b>36 is IAEG's 4.b.1</b> This indicator only measures some sources of scholarships.

## 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

<b>Qualified</b>	37. Percentage of teachers qualified according to national standards by education level and type of institution	Qualified teachers have at least the minimum academic qualifications required by national standards for teaching a specific subject
	38. Pupil-qualified teacher ratio by education level	
<b>Trained</b>	39. Percentage of teachers in (i) pre-primary (ii) primary (ii) lower secondary and (iv) upper secondary who have received at least the minimum organized and recognised teacher (i.e., pedagogical) training pre-service or in-service required for teaching at the relevant level in a given country, by type of institution	<b>39 is IAEG's 4.c.1</b> Trained teachers have received at least the minimum pedagogical training required by national standards to become a teacher
	40. Pupil-trained teacher ratio by education level	
<b>Motivated</b>	41. Average teacher salary relative to other professions requiring a comparable level of education qualification	
	42. Teacher attrition rate by education level	
<b>Supported</b>	43. Percentage of teachers who received in-service training in the last 12 months by type of training	



# Needs of data development

SDG 4 targets	Number of indicators	The challenge of data availability <i>Tier 2 indicators</i>	The challenge of methodology and data availability <i>Tier 3 indicators</i>
4.1	7	1	
4.2	5	2	
4.3	3	1	
4.4	2	2	
4.5	PI 4	Depends on indic.	Depends on indic 2
4.6	3	1	
4.7	5	1	3
4.a	5	2	1
4.b	2		1
4.c	7	2	1
<b>TOTAL</b>	<b>43</b>	<b>12</b>	<b>8</b>