

Monitoring of SDG4 and its Indicators

South Asia regional workshop
on education expenditure data collection and processing
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Outline

- SDG Context
- Global process of indicators development and current status
- Education 2030 goal and targets
- Global and thematic indicators framework
- Availability of data/indicators in the region
- Implementation and Roadmap

SDGs General context

- Launched at the end of the UN Conference on Sustainable Development (Rio+20) in June 2012
- Multi-track approaches (2013-2015):
 - UN Member States: Open Working Group on Sustainable Development, UN General Assembly.
 - UN Statistical Commission, Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs)
 - UN Secretary General: Sustainable Development Solutions Network
 - UNESCO and its partners: EFA Steering Committee, World Education Forum
 - NGOs, civil society and other interest groups

Current indicator proposals

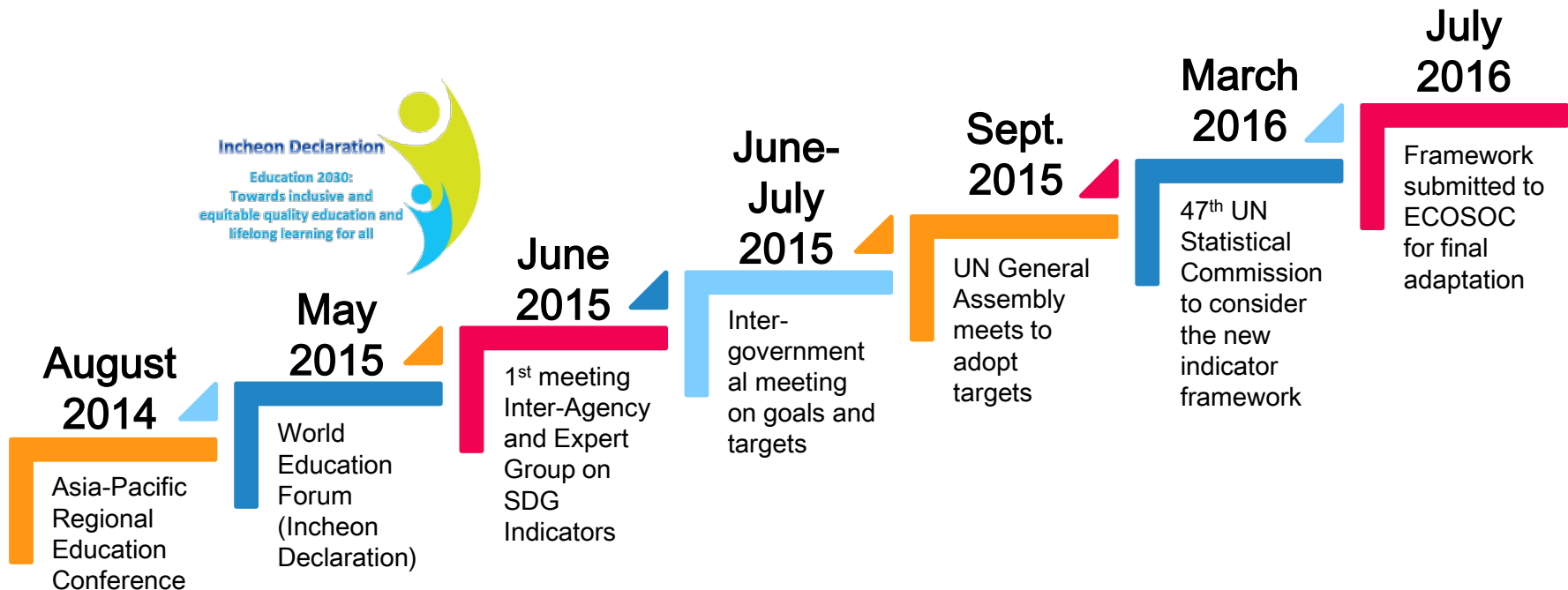
Definition in two tracks



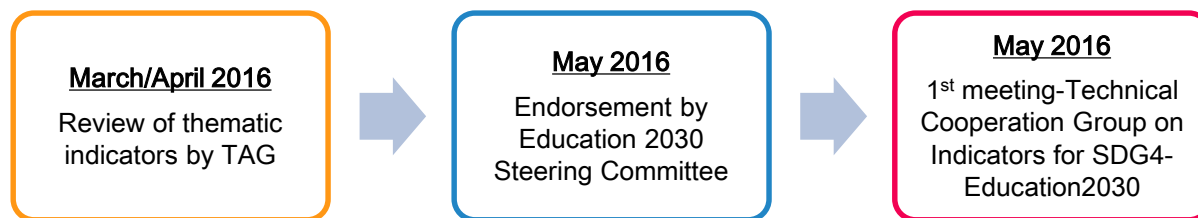
Proposals generated in two parallel but strongly linked tracks with two types of stakeholders to define lists:

- Global indicators (UN member states)
 - Overall 250 indicators for global development framework for 169 targets
 - Current proposal for SDG global monitoring
 - 11 indicators for all targets
- Thematic indicators (education community)
 - TAG proposal has 43 including global indicators

Developing Indicators (UN process)



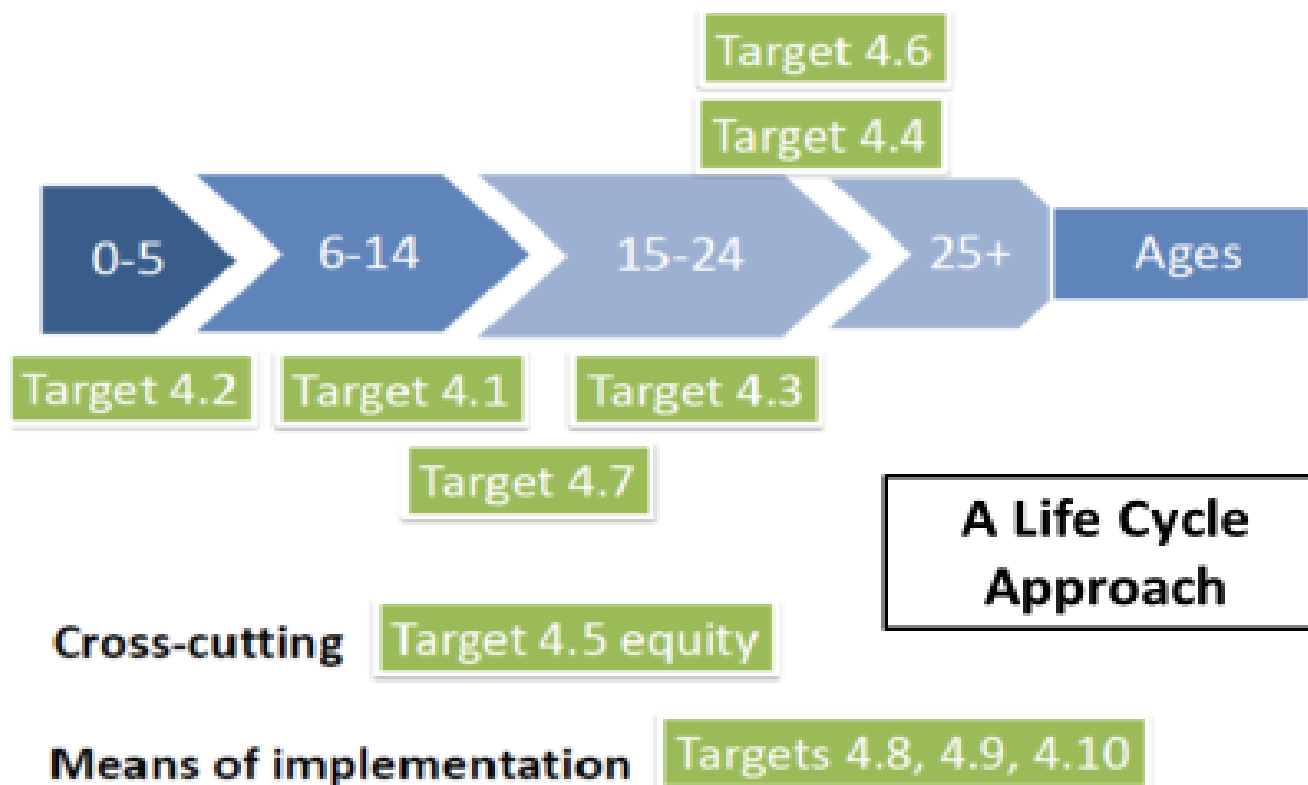
Process -Technical Advisory Group on Education Indicators



SDG4: Overarching goal

Ensure inclusive and equitable
quality education and promote
lifelong learning opportunities for
ALL

The scope of the education targets in the SDGs



Education 2030 Targets

- **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
- **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
- **4.3:** By 2030, ensure equal access for all women and men to **affordable and quality technical, vocational and tertiary education, including university**
- **4.4.** By 2030, substantially increase the number of youth and adults who have relevant **skills, including technical and vocational skills**, for employment, decent work and entrepreneurship

Targets (Cont.)

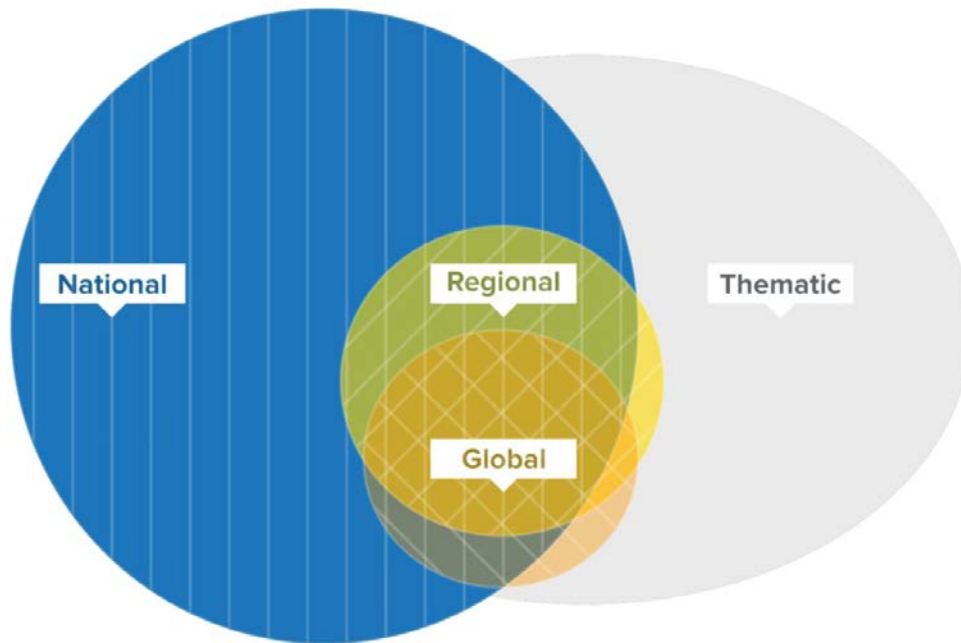
- 4.5. By 2030, **eliminate gender disparities in education and ensure equal access to all levels of education and vocational training** for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6. By 2030, ensure that **all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**
- 4.7. By 2030, ensure that all learners acquire 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.
- Means of implementation targets 4 a-c – **infrastructure, scholarships and teachers**

Three key data priorities for Education2030



- **Broad scope across the life cycle:** Indicators for areas which are on the “margins” of the formal education system, but recognized as critically important to achieving development goals
- **Education quality:** results of learning at all stages of education provision or learning opportunities; other aspects of quality
- **Equity:** measures that capture those who are excluded from education provision or learning opportunities

Different levels of SDG monitoring



Link to national plan; consult national stakeholders; recognise context and address inclusion and broader learning goals



Indicators to monitor frameworks validated by regional bodies



Broader set of indicators which covers the range of sectoral priorities (43 indicators)



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

Global and Thematic Indicator Framework

Target	Concept	Global indicators	Thematic indicators
4.1	Learning	1	7
	Completion		
	Participation		
	Provision		
4.2	Readiness	1	5
	Participation	1	
	Provision		
4.3	Skills	1	2
4.4	Completion		2
	Skills	1	
4.5	Equity	1	4
4.6	Skills	1	4
	Provision		
4.7	Provision	1	5
	Knowledge		
4.a	School environment	1	5
4.b	Scholarships	1	2
4.c	Teachers	1	7
Total		11	43

Note: Thematic indicators also include global indicators

Areas of Monitoring and Data Sources

Inequity (parity)

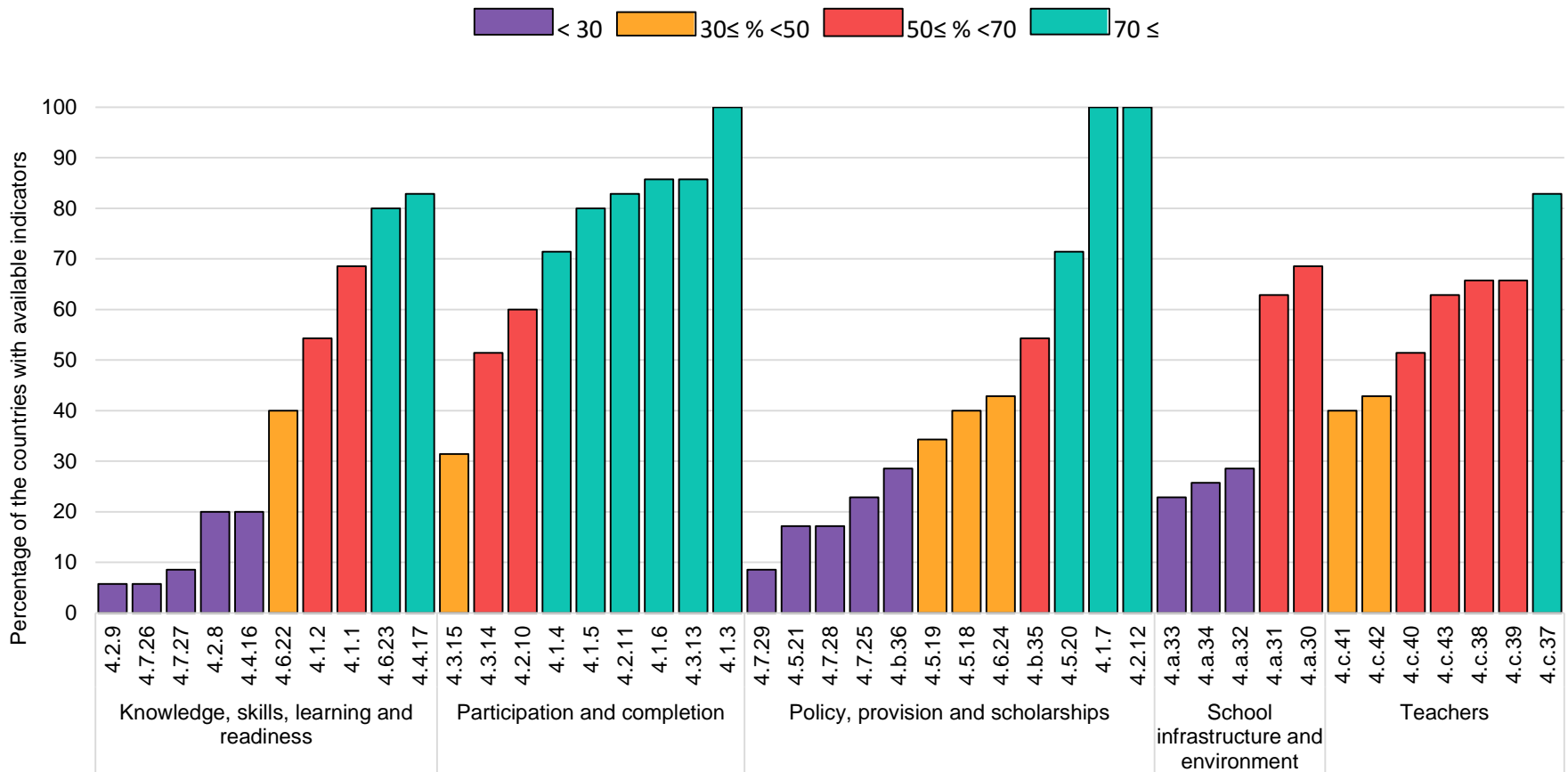
Areas of Monitoring	Possible Sources of data at national level
Policies and provision	Policy documents/Legislations
Access and participation	Administrative/Household surveys
Completion	Administrative/Household surveys
Skills	Administrative data/Household surveys
Learning outcomes	Examinations/Periodic assessments
Teacher quality	Administrative data
School environment & resources	Administrative records

- Diverse monitoring areas -from policies to learning outcomes; skills of children to skills of adults
- One single source of data won't be able to respond all the indicators
- Need For strong collaboration in identifying the different data sources and their strengths

What is the current situation in terms of data availability

- Are countries' ready to produce required data/indicators?
- Are data available ? Which indicators are available and which are not?
- What it will take to produce 'Not available' data/indicators?

Availability of Indicators by concept



- Looking at the concepts, the countries find difficult in getting indicators to monitor knowledge, skill, learning and readiness.

Dearth of Reliable Data on Equity in Education

<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #f08080; margin-right: 5px;"></div> No international standard or data source </div>	4.1							4.2					4.3		4.4		4.5					4.6			4.7					4.a				4.b		4.c																									
	<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #90ee90; margin-right: 5px;"></div> There is an internationally robust data source </div>	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes							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					By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university		By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employability		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					By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			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 sustainable consumption and production patterns					Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all				By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, in particular least		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																								
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	0	0	0	0	0	1	0	0	0	0	0	1	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Equity is at the heart of the sustainable development agenda.

However...

- Lack of common standards
- No verifiable quality assurance
- No single comprehensive, authoritative platform for dissemination

As a result...

- Increased transaction costs

27 indicators need disaggregated data.

However...

- Only 3 can be provided through an internationally standardized source today

Implementation of Indicators

Three Tiers of Implementing of Global indicator framework

Internationally agreed Methodology and data availability

	Data Available widely	Data not available widely (limited coverage)
Methodology and Standard Established/Available	Tier 1	Tier 2
Methodology and Standard not Established	-	Tier 3

- Countries need to be supported to improve the data quality
- Improve data Coverages



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Cultural Organization

Tier Classification: Overview

Indicators	Tiers proposed by UNSD	Tiers proposed by UIS
Target 4.1		
1. Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics	3	1/2
Target 4.2		
8. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	2	2
10. Participation rate in organized learning (one year before the official primary entry age), by sex	1	1
Target 4.3		
15. Participation rate of youth and adult in formal and non-formal education and training in the previous 12 months		
Target 4.4		
16.2. Proportion of youth and adults with information communication technology (ICT) skills, by type of skill	2	2
Target 4.5		
... Parity indices	1, 2 or 3 (depending on indicator)	1

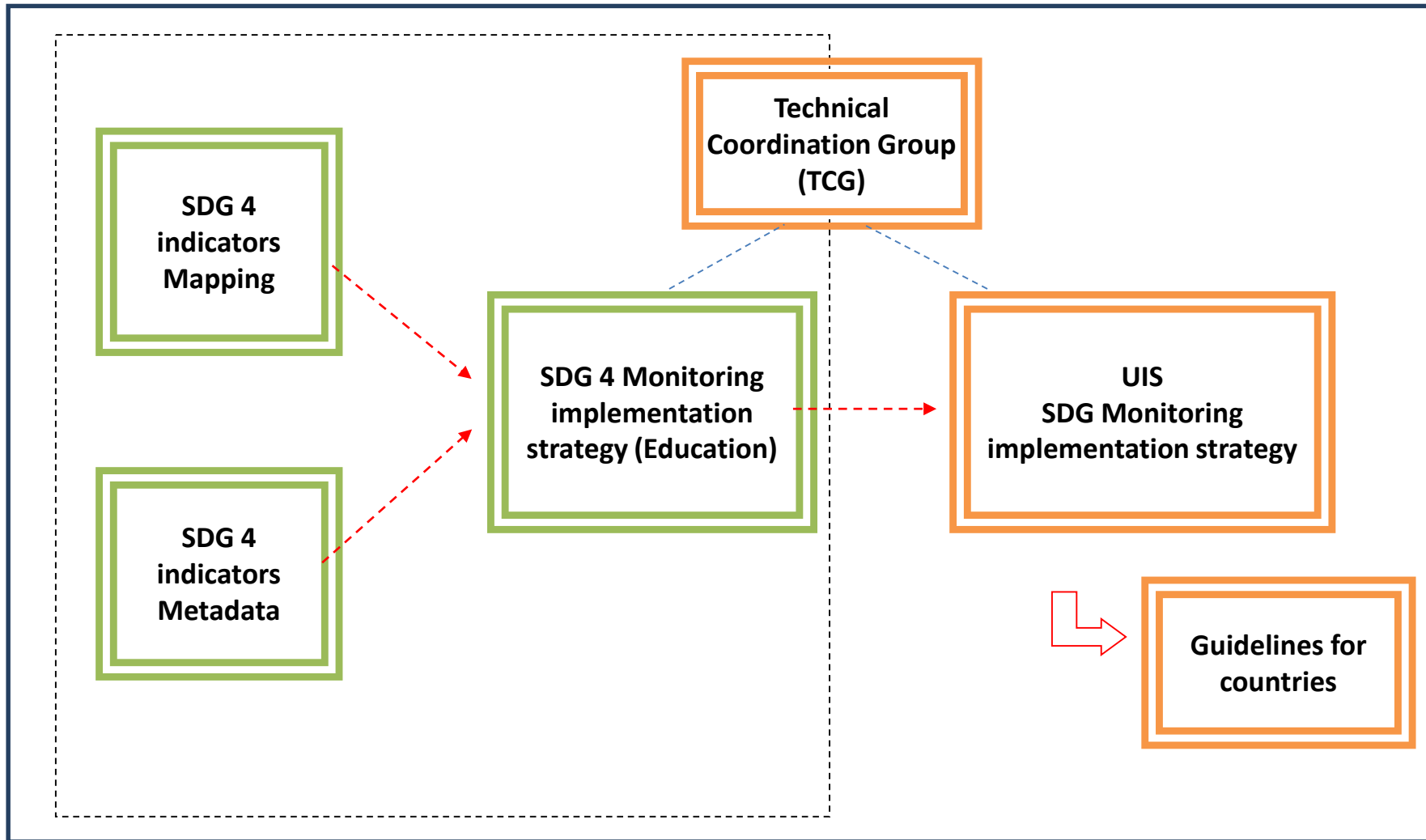
Tier Classification: Overview (cont'd)

Indicators	Tiers proposed by UNSD	Tiers proposed by UIS
Target 4.6		
22. Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	2	1
Target 4.7		
25. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	3	1
Target 4.a		
30. 31. 32. Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; and (c) computers for pedagogical purposes; d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities	1/2	1/2
Target 4.b		
36. Volume of official development assistance flows for scholarships	1	1
Target 4.c		
39. Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	1	1

UIS within 2030 Framework for action

- ...UIS will remain the official ***source of cross-nationally comparable data on education.***
 - It will continue to produce international monitoring indicators based on its annual education survey and on other data sources..
 - In addition to collecting data, the UIS will work with partners to develop new indicators, statistical approaches and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 SC.

UIS Global Strategic Orientation to Countries



Monitoring Learning

- 4 Out of 7 Targets are focusing on Learning
- different methodologies and measurement for learning
- Need to develop collaborative effort to make data/indicators available

Global Alliance for Measuring Learning (GAML)

Objectives:

- Establish and Promote the implementation of a common international code of practices on Learning assessment
- Develop and carry out a coordinated programme of methodological work to underpin the development and adoption of improved standards, methods and practices in Learning assessment including the use of data
- Strengthen the sustainability of the implementation of Learning assessment initiatives in countries



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Thank You



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