Status of Development of Indicators

Report of WG on Indicator Development

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TCG4 Meeting

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January 18 2018

Progress since June 2017 meeting

- After initial work on 7 of the 15 indicators requiring further development, agreed to seek external expertise to develop indicators

- Papers commissioned by UIS for:

  - 4.2.3 Positive and stimulating parenting and home environments
  - 4.3.1 Formal and non-formal education and training
  - 4.5.2 Language of instruction
  - 4.5.3 Funding formulae
  - 4.6.3 Participation in literacy programmes
  - 4.b.2 Scholarships

Progress since June 2017 meeting

- UNESCO Education Sector have developed the following:

  - 4.7.1 Education for Sustainable Development and Global Citizenship Education
  - 4.7.2 HIV and sexuality education
  - 4.a.2 Bullying and violence in schools

- Coalition to Protect Education from Attack submitted a proposal for:
  - 4.a.3 Attacks on schools

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Progress since June 2017 meeting

- Five indicators remain to be developed:

  - 4.4.3   Educational attainment (to be simplified)
  - 4.7.3   Human rights education
  - 4.a.1d Adapted infrastructure for disabled students
  - 4.c.5   Teachers' salaries relative to other professionals
  - 4.c.7   In-service teacher training

- Additional papers to be commissioned in 2018

January 2018 meeting

- Reviewed 10 indicators and have recommendations for x of them

- Interim reporting in some cases

  - To maximise availability of data

  - Suitable footnoting to ensure users only conduct analyses between comparable data (eg same sources, age ranges, reference periods)

WG 1 recommendations

- **4.7.2 HIV and sexuality education**

- Support the EMIS-based methodology described in the paper

  - Methodology developed in 2011/12 in a consultative process involving UNESCO, UNAIS, UNFPA, WHO and others

  - Piloted tested in 5 developing countries, additional countries adopting methodology

  - UIS already collecting indicator in its annual Survey of Formal Education (first results to be published end February 2018)

  - Requests UNESCO to develop example modules for student-based surveys to collect: (i) what students were taught and (ii) what students have learned

WG 1 recommendations

- **4.a.2 Bullying and violence in schools**

- Support the methodologies described in the paper and limitation of indicator to 'bullying' and not other forms of violence

  - Two surveys the GSHS (developing countries) and HBSC (Europe and North America) collect comparable data on bullying including cyberbullying and are well-established

  - The two data sources have different age-groups and reference periods so need to be separately footnoted but country coverage is c130

  - Cross-national learning assessments to be analysed to see if they could be additional sources

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WG 1 recommendations

- **4.a.2 Bullying and violence in schools (continued)**

  - Expert Group to be formed by UNESCO to work with INSPIRE (WHO, UNICEF led) to develop recommendations on common standards

  - Invite Expert Group to bring further proposals to the TCG including, if possible, regarding other types of violence as listed in original indicator and/or complementary indicators

WG 1 recommendations

- **4.3.1 Formal and non-formal education and training**

- Support the approach to increase country coverage described in the paper
  - Make use of data from LFS even if reference period is 4 weeks not the preferred 12 months (footnote)
  - Develop a recommendation on questions which countries could add to household surveys and seek support of Inter-Secretariat Working Group on Household Surveys and approval of ILO
  - Add tables to UIS surveys (eg literacy) as proposed in the paper, piloting with TCG participant countries in advance
  - Collect sufficient metadata to enable assessment of comparability and national coverage of data sources

WG 1 recommendations

- **4.6.3 Participation in literacy programmes**

- Support the methodology described in the paper
    - Builds on UIS Regional Module for Latin America and the Caribbean administered in 2011/12
    - Target countries with illiteracy rates >5%
    - Develop example questions which countries could use depending on different data sources: household surveys, administrative sources
    - Add tables to UIS surveys (eg literacy) – suggest treat as a subset of questions for 4.3.1

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WG 1 recommendations

- **4.7.1 ESD/GCED**

- Support the methodology described in the paper
  - Qualitative indicator based on country responses to the 6th consultation on the implementation of the 1974 UNESCO Recommendation *concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*
  - Principal component analysis used to identify relevant questions to assess and components to present
  - ESD/GCED treated as indivisible
  - The 4 components of the global indicator will be reported as 5 (with curricula sub-divided between content and resources)

WG 1 recommendations

- **4.7.1 ESD/GCED**

- Each component reported as high, medium, low or missing (approximately one-third of scores in each main category for each component)

- No aggregation to a composite measure across all components

- UNESCO, if TCG agrees, to take proposal to IAEG-SDGs to change tier

- Feedback on questionnaire already received and lessons learned in the analysis to feed into a revised questionnaire for the 7th Consultation in 2021

- Piloting of revised questionnaire to take place in 2020

WG 1 recommendations

- **4.a.3 Attacks on schools**

- Support the methodology described in the paper
  - The Coalition to Protect Education From Attack has conducted three rounds of analytical research and developed a sound methodology
  - Results for 2013-17 round to be published in April 2018
  - Triangulates data from a range of sources including other publicly available databases
  - Results reported in three categories: most affected, highly affected and affected
  - Explore with the Coalition the feasibility of extending coverage from conflict-related violence to include other forms of violence in schools for next round

WG 1 recommendations

- **4.2.3 Positive and stimulating parenting and home environments**

- Support the recommendations described in the paper
    - Further work required to reach consensus on the characteristics of parenting and home environments to be measured for this indicator including from variety of studies (MICS, PRIDI, HOME Scale etc)
    - Need to be globally applicable taking account of cultural diversity in, for example, parenting styles
    - UIS Catalogue being expanded to collect metadata on all ECD indicators – useful tool to inform further development
    - Establish an Expert Group (led by UNICEF?) to develop further including model questions for use by countries in other surveys

WG 1 recommendations

- **4.b.2 Scholarships**

- WG discussed measurement issues presented in the paper but did not reach agreement on how to proceed

- If indicator is retained, further work will be required if resources allow

- Initial recommendation would be to follow up with the International Institute for Education to learn more about the data they have from 25 providers of scholarships

- Issues of concern include coverage of scholarships, non-official v official statistical sources, breadth of definition

WG 1 recommendations

- **4.5.2 Language of instruction**

- WG discussed measurement issues presented in the paper but did not reach agreement on how to proceed

- Paper indicates that calculation of indicator would be feasible at least from some sources but with caveats. MICS6 results should be analysed

- Metadata on national language policies would be required to better interpret results

- Potentially important policy-relevant explanatory indicator at least in some regions (eg sub-Saharan Africa) explaining poor results in learning assessments

- If recommended as national indicator only, advice on example questions for countries to include in assessments/surveys might still be provided

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WG 1 recommendations

- **4.5.3 Funding formulae**

- WG discussed measurement issues presented in the paper but did not reach agreement on how to proceed

- If retained, agreed title of indicator should be modified to broaden focus to funding to address additional needs of disadvantage groups

- See value in study examining
  - Processes by which vulnerable groups are supported by public funding (including beyond education budget)
  - Types of disadvantage that are addressed
  - Amounts/shares of funding allocated for such purposes

Next steps

- **If TCG accepts the WG's recommendations**

- Approved indicators to be added to the list for reporting in 2018

- For 4.7.1, proposal to be submitted to IAEG-SDGs to reclassify indicator from Tier III to Tier II

- Questions to be piloted with TCG countries and added to UIS surveys (most likely literacy)

- Model questions for use by countries to be proposed and adopted/approved by appropriate authorities

- Work to continue on further development of remaining indicators