



The INES Working Party and the Education SDG

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OECD & the Education SDG architecture

**Education SDG/2030 Steering Committee
(UNESCO) and Regional Groups (I-VI)**

Technical Co-operation Group (UIS)

**Global
Alliance to
Monitor
Learning (UIS)**

**Ad hoc expert
groups formed
by the Steering
Committee**

**Global
Partnership for
Education
(GPE)**

**Global
Education
Monitoring
Report
(GEMR)**

**Inter-Agency
Group on
Education
Inequality
Indicators
(UIS)**



Indicators of Education Systems (INES)

- The INES programme is an authoritative source for accurate and relevant information on education for OECD's 35 member countries and a set of partner countries, including non-member G20 nations.
- Responsible for annual flagship publication ***Education at a Glance: OECD Indicators***, which provides set of indicators on:
 - The output of educational institutions and the impact of learning on economic and social outcomes.
 - The financial and human resources invested in education.
 - Access to education, participation and progression.
 - The learning environment and organisation of schools.





INES main data sources

- Annual UNESCO, OECD and EUROSTAT (UOE) survey
- Surveys administered by INES networks:
 - NESLI: focuses on system-level indicators in education.
 - LSO: focuses on the labour-market outcomes of education.
- Ad-hoc surveys administered from time to time to collect additional information





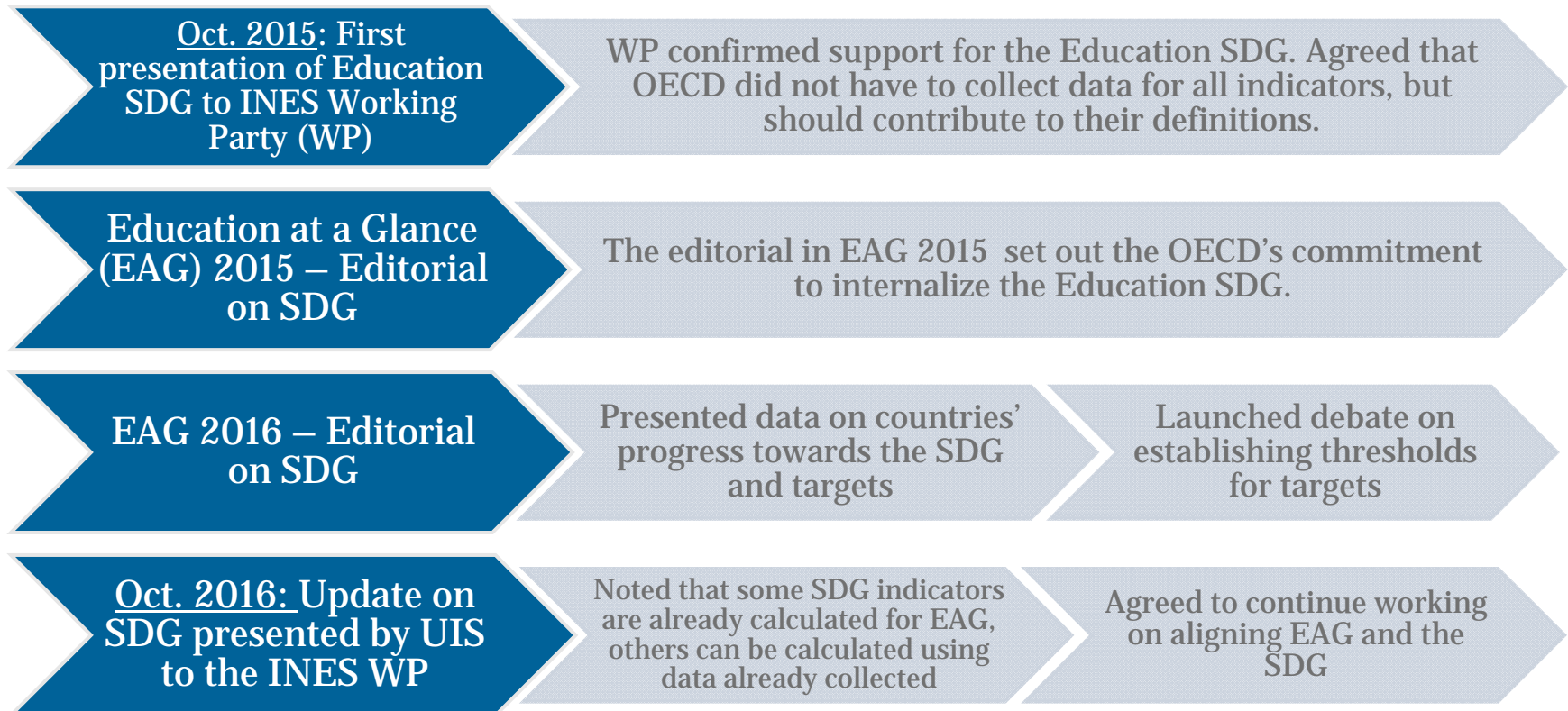
Role of INES Working Party in Education SDG

- *Education at a Glance* will be a vehicle to annually monitor progress towards the Education SDG across OECD and partner countries.
- Promote OECD's rich education database that may be used by the global community to measure and assess global progress in education.



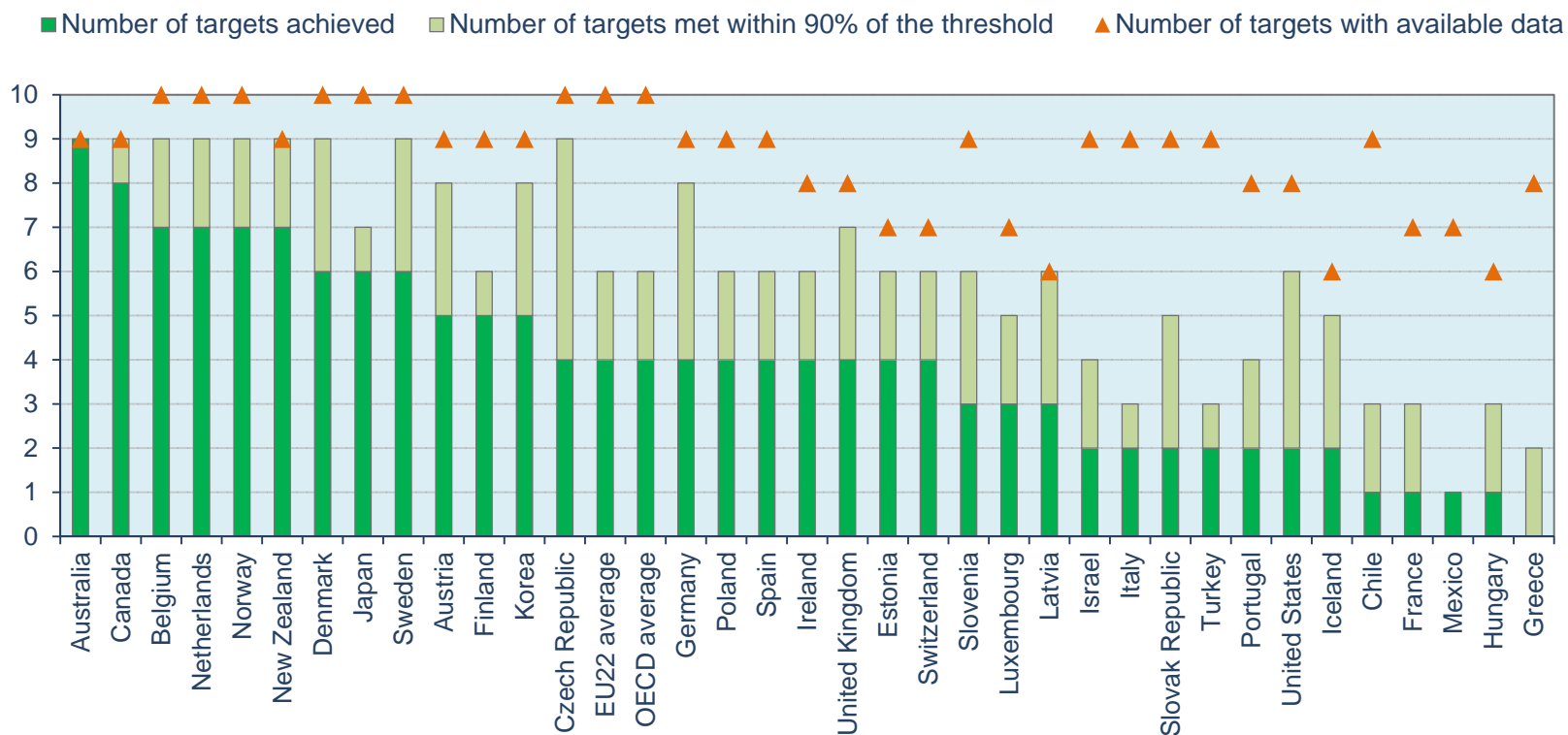


Brief history of INES WP involvement in Education SDG



Two thirds of OECD countries have yet to achieve at least half of the 10 targets of the education Sustainable Development Goal

- 4.1 Percentage of 15-year old students performing at level 2 or higher on the PISA math scale (threshold 80%)
- 4.2 Enrolment rate in pre-primary and primary education at age 5 (threshold 95%)
- 4.3 First-time tertiary entry rates (threshold 60%)
- 4.4 Percentage of adults with a high degree of skills and readiness to use ICT for problem solving (threshold 60%)
- 4.5 PISA inclusion index (threshold 75%)
- 4.6 Percentage of adults with high levels of literacy (threshold 50%)
- 4.7 Percentage of students at level A, B and C in the PISA environmental science performance index (threshold 70%)
- 4.a Computers for educational purposes per student, mean index (threshold 0.7)
- 4.b Difference in scholarships and student costs in donor countries between 2012 and 2014, in millions (threshold USD 0)
- 4.c Percentage of lower secondary teachers having completed teacher education of training programmes (threshold 95%)





SDG indicators that can already be measured using INES dataset

Target 4.1

- **4.1.5.** Out-of-school rate

Target 4.2

- **4.2.2. GLOBAL INDICATOR:** Participation rate in organized learning (one year before the official primary entry age)
- **4.2.4.** Gross pre-primary enrolment ratio*

Target 4.3

- **4.3.2.** Gross enrolment ratio for tertiary education
- **4.3.3.** Participation rate in technical and vocational programmes (15- 24 year-olds)*

Target 4.5

- **4.5.1. GLOBAL INDICATOR:** Parity indices (female/male) for all education indicators on this list

Target 4.c

- **4.c.5.** Average teacher salary relative to other professions requiring a comparable level of qualification*
- **4.5.4.** Education expenditure per student by level of education and source of funding

* Already published in Education at a Glance





Other indicators for which INES can hopefully contribute in the future

Target 4.2

- **4.1.7** Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
- **4.2.5** Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

Target 4.c

- **4.c.2** Pupil-trained teacher ratio by education level
- **4.c.4** Pupil-qualified teacher ratio by education level



Education Global and Thematic Indicators: OECD mapping

Summary of OECD mapping against the 43 global and thematic indicators

Target	Number of indicators	Concepts	OECD coverage
4.1	7	Learning	PISA
		Completion	EAG
		Participation	PISA and EAG
		Provision	EAG
4.2	5	Readiness	<i>Early Learning Outcomes</i>
		Participation	EAG
		Provision	ECEC staff survey and EAG
4.3	3	Completion Equity	EAG
4.4	2	Skills	PIAAC
4.5	Parity indexes Distributions	Equity	PISA, PIAAC, EAG, TALIS, DAC, CRS
	4	Policy	
4.6	3	Skills	PIAAC, PISA
		Provision	PISA
4.7	5	Provision	PISA
		Knowledge	PISA, Education 2030
4.a	5	School environment	LEEP
4.b	2	Scholarships	DAC, CRS
4.c	7	Teachers	PISA, EAG, TALIS and ECEC staff survey
TOTAL	43		34



Next steps for the INES WP

- Review results from consultation questionnaires
 - INES WP delegates were asked to provide feedback on thematic indicators through UIS's consultation questionnaires.
- Establishment of informal working group
 - OECD will work with delegates from volunteer countries to review challenges (including those highlighted in the consultation questionnaires) and make recommendations for next steps.





Overall results by target

Target	% support (all respondents)	% support (TCG only)	% support (INES WP)
4.6 Literacy and numeracy	89	85	93 +
4.1 Primary and secondary	86	93	80 -
4.c Teachers	86	81	93 +
4.a School environment	85	79	100 ++
4.b Scholarships	84	74	85 +
4.2 Early childhood	78	67	93 ++
4.7 Global citizenship	74	61	73 =
4.5 Equity	70	52	67 =
4.3 TVET and tertiary	67	56	50 -
4.4 Skills for work	65	52	53 -



Overall results by thematic indicators

Target	% support (all respondents)	% support (TCG only)	% support INES WP countries
4.6 Literacy and numeracy	75	73	75 =
4.1 Primary and secondary	66	68	61 -
4.c Teachers	75	69	72 =
4.a School environment	50	46	43 -
4.b Scholarships	37	30	50 ++
4.2 Early childhood	65	58	52 -
4.7 Global citizenship	50	38	36 -
4.5 Equity	58	52	53 =
4.3 TVET and tertiary	61	58	52 -
4.4 Skills for work	52	42	47 =



% support

By target	By thematic indicators	Change in ranking
4.a School environment	4.6 Literacy and numeracy	-6
4.6 Literacy and numeracy	4.c Teachers	+1
4.c Teachers	4.1 Primary and secondary	+3
4.2 Early childhood	4.5 Equity	+4
4.b Scholarships	4.2 Early childhood	-1
4.1 Primary and secondary	4.3 TVET and tertiary	+4
4.7 Global citizenship	4.b Scholarships	-4
4.5 Equity	4.a School environment	+4
4.4 Skills for work	4.4 Skills for work	=
4.3 TVET and tertiary	4.7 Global citizenship	+4

Table 2. OECD countries' progress towards the education SDG targets

Education SDG targets*	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.a	4.b
Benchmark	80	95	60	60	75	50	70	0.7	0
Australia	80	101		66	77	58	71	1.5	38
Austria	81	96	70	61	71	45	64	1.5	-19
Belgium ¹	81	98	67	65	72	53	67	0.7	0
Canada ¹	86	93		65	83	51	75	0.8	13
Chile	48	94	87	34	47	13	44	0.5	
Czech Republic	79	89	69	59	76	49	66	0.9	1
Denmark	83	98	89	70	82	50	63	0.8	0
Estonia	89			51	82	51	75	0.7	
Finland	88	79	53	67	91	62	80	0.5	
France	78	101				40	62	0.6	-10
Germany	82	99	64	64	74	47	68	0.7	-50
Greece	64	91		39	73	31	58	0.2	-52
Hungary	72	96	42		63		67	0.6	
Iceland	79		86		86		60	0.6	
Ireland	83	100		51	80	45	66	0.6	1
Israel	66	98	70	50	75	38	50	0.4	
Italy	75	97	44		76	29	53	0.5	-2
Japan	89	96	80	53	78	72	75	0.6	-1
Korea	91	94		55	78	46	72	0.4	8
Latvia	80	96			75		63	1.0	
Luxembourg	76	99	32		74		59	0.9	1
Mexico	45	113	38		57		34	0.3	
Netherlands	85	99	70	73	82	60	70	0.7	-30
New Zealand	77	98	96	75	78	58	68	1.1	7
Norway	78	98	81	72	91	58	59	0.8	1
Poland	86	95	74	32	76	42	66	0.4	
Portugal	75	96	65		69		54	0.5	-1
Slovak Republic	73	81	59	50	64	51	61	0.8	



THANK YOU