UNESCO Institute for Statistics

Target 4.4.

Technical Cooperation Group (TCG) meeting

12-13 May 2016

Washington, D. C

Target 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."*

Indicators for 4.4

	Target 4.4	Tier proposed by UNSD	Tier proposed by UIS
16.1	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	2	2
16.2	Proportion of youth and adults with information communication technology (ICT) skills, by type of skill		2
17.	Youth/adult educational attainment rates		1

Main technical issues

- Percentage of individuals with ICT skills by type of skill. 16.2 is the current global indicator, while 16.1 can be considered the alternative indicator

Delivering on 4.4

- The provisional proposed tier system of 25 April 2016, UNESCO-UIS and ITU are listed as possible custodian agencies, and the OECD as other involved agency.
- UNESCO-UIS and ITU are listed as possible custodian agencies, and the OECD as other involved agency.
- UIS and ITU are members of the *Partnership on Measuring ICT for Development*, which is an international, multi-stakeholder initiative that was launched in 2004 to improve the availability and quality of ICT data and indicators, particularly in developing countries.

Partners to 4.4.

- May 2016, the Partnership on Measuring ICT for Development decided to form a Task Group on ICT Skills. UIS will ensure coordination between that Task Group and the Task Force on Measuring Target 4.4.

Metadata

- All organisations provided metadata, ITU in respect of the indicator “Individuals with ICT skills, by type of skills”

- ITU and Eurostat collect from household surveys, UNESCO-UIS and the OECD in respect of data from the *International Computer and Information Literacy Study* (*ICILS*) and the *Programme for the International Assessment of Adult Competencies* (*PIAAC*).

Tool	Region	Purpose	Method of Administration
Itu	Originally developed for use in Canada; has been adapted and used in representative samples in several countries	Population-level measurement of children's development at start of school, for children 4 to 6 years	Teacher report
icils	East Asia region; used in mostly representative samples in 9 countries to date	National level and regionally-comparable data on children's development between 3 and 6 years	Direct assessment; short form of scale now developed and ready for use
pisa	Global tool; used in at least 30 countries to date	Program and national-level data on children's development between 3 and 6 years	Direct assessment
sCHOOLNED	Global tool; used in representative samples in at least 50 countries to date	Globally-comparable and national-level data on children's development between 3 and 4 years, 11 months	Parent report through household survey
piaac	Global	Globally-comparable and national-level data	Direct assessment

Coverage

Region	ICILS 2013	PIAAC 2013
Central and Eastern Europe	8	8
East Asia and the Pacific	4	3
Latin America and the Caribbean	1	-
North America and Western Europe	5	12
Total	18	23

Main technical issues

- One of the main problems with the global indicator is that it is self-reported.
  - a person reporting to having undertaken certain computer activities doesn't provide information about the proficiency level of that person,
  - veracity of these self-assessments, and more importantly,
  - biases in reporting between groups or different cultural and personal backgrounds.
- Limited availability esp. outside the EU (at least for now)
- HH surveys have many different age cut-off points, representative for <15

Questions to answer (1)

- What concept should be measured and how should it be defined? What do we mean by ICT skills or digital literacy? Should there be a consideration of technical and vocational skills as well?
- Which breakdowns need to be included? The group would need to define the age or age groups to be measured, and the various types of skills.
- What measurement tool needs to be developed and how? Do we need different tools for different age groups (in particular for young people)?

Questions to answer (2)

- The differences in timing of digital skills may be vastly different from one country to the next. Children in high-income countries may develop skills years ahead of those in low-income countries.
- Because the SDGs are intended to apply to all countries, should measures be equally appropriate for children in all countries, and if so, how can such scales be created?
- How will it be distributed to countries? How can countries be supported to implement the new tool.

Questions to answer (3)

- With which frequency should countries measure and report?
- Consideration should also be given to the process of inserting the new indicator in the global list. Is this possible at all? If so, when and how?