



Monitoring SDG 4-Education Technical Cooperation Group (TCG) First meeting

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Outline

- ▣ **Goals for the day**
- ▣ Update on global and national measurement landscape
- ▣ Overview list of indicators and tier classification
- ▣ Challenges for global and thematic monitoring
- ▣ Overview on a process to approve indicators and potential placeholders



Goals for Day 1

- Update on global and thematic processes
- Review and agree on indicators classification and criteria to approve tier I indicators on the thematic set
- Agree on criteria to choose and define placeholders
- Agree on process and goals for workgroup on Tier II and Tier III indicators



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Two linked tasks...

- Definition of indicators
 - Global
 - Thematic

- Implementation (definition in practice, benchmark)
 - Global
 - Thematic



...with different stakeholders

defining the list of indicators



Indicator proposals were generated in two strongly linked processes:

- Global Indicators
 - 28 Member States led the Inter-Agency and Expert Group (IAEG-SDGs); intl. organizations participated as observers
 - Two meetings in 2015 and several rounds of global consultations
- Thematic indicators
 - Proposed by Technical Advisory Group (TAG), with Member States and CSOs



Global and thematic indicators

How many indicators?



□ Global indicators

- 229 indicators for global development framework of 169 targets (241 – some duplicated)
- 11 indicators for all education targets

<http://unstats.un.org/unsd/statcom/47th-session/documents/2016-2-IAEG-SDGs-Rev1-E.pdf>

□ Thematic education indicators

- TAG proposal has 43+ indicators that include the 11 global indicators

<http://www.uis.unesco.org/Education/Documents/43-indicators-to-monitor-education2030.pdf>



Finalizing the global indicators

- IAEG-SDG submitted proposal to UN statistical Commission (UNSC) (19 Feb)
- 47th Session of UNSC approved IAEG report (8-11 Mar)
- Adoption of set of Global Indicators by ECOSOC (July)
- Adoption of Global Indicators by UN General Assembly (Sep)



Finalizing thematic indicators: the role of the TAG and Extended TAG

- Formed in March 2014 chaired by UIS and included key international education stakeholders (EFA GMR, OECD, UNESCO, UNICEF, World Bank)
- Approach
 - 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
- Elaborated the proposal for thematic monitoring framework for Education 2030 Framework for Action
 - Identified potential improvements to the preliminary TAG proposal
 - Agreed on an approach to further consult Member States
 - Proposed an updated thematic list



Implementation is already in place

- Global indicators:
 - 3rd meeting of the IAEG-SDGs (30Mar-1April): implementation of the framework that will continue at least two years
 - Main work at this stage: tier system

- Thematic Process:
 - Finalization of thematic indicators (Apr 2016)
 - Technical Cooperation Group on the indicators SDG4-Education 2030 to monitor framework



Thematic monitoring: implementing the 43 thematic indicators



Target	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	
	Distributions	
4.6	4	Policy
		Skills
		Provision
4.7	5	Provision
		Knowledge
4.a	5	School environment
4.b	2	Scholarships
4.c	7	Teachers
TOTAL	43	11

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Are we ready to monitor and report on SDGs?

While there has been a big progress since 2000 there is still:

- Need to implement new data collection mechanisms in many countries
- Need to harmonize databases and sources of information
- Need to have better definitions of key indicators using survey data
- Potential data sources being under-utilized
- Disaggregated data adds a challenge

Need for disaggregated data

Inter Agency Expert Group on SDGs

Disaggregation required for all indicators by sex, location, wealth, persons with disabilities

Education 2030 Framework for Action

... all countries should collect, analyze and use disaggregated data, broken down by the specific characteristics of given population groups, and ensure that indicators measure progress towards reducing inequality.

A range of new initiatives related to disaggregated data

- Inter-Secretariat Working Group
- International Household Survey Network
- IAEG – SDGs working group



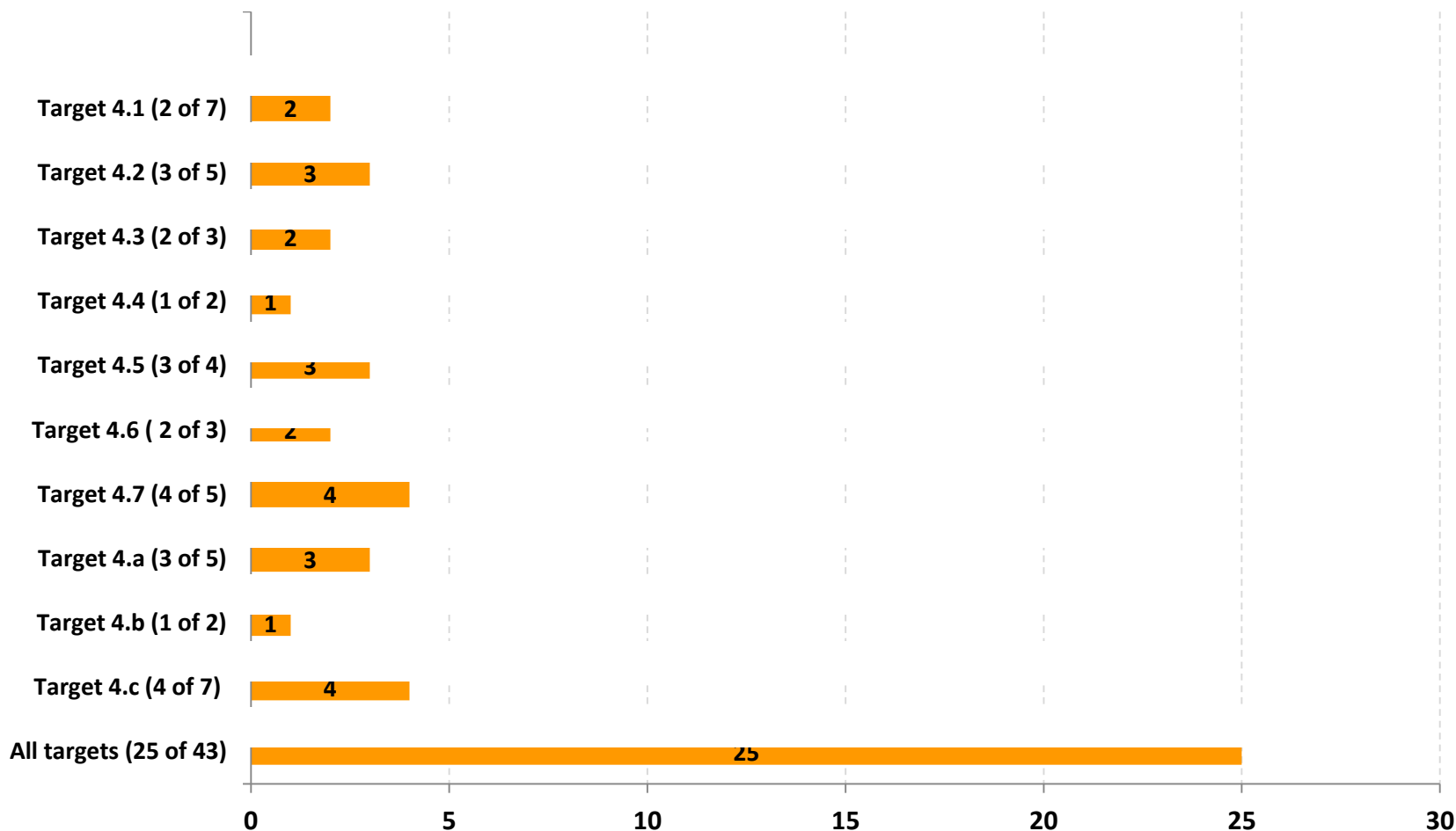
Absence on enough disaggregated data

Indicator number	4.1							4.2				4.3		4.4			4.5					4.6			4.7					4.a				4.b		4.c																					
	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	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	0	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	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	0	1	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	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	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

■ No international standard or data source
■ There is an internationally robust data source



Thematic indicators for which major development is needed





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Criteria for TIER Classification: Global indicators



- Tier 1 conceptually clear, established methodology and standards available, data is produced regularly by countries
- Tier 2 conceptually clear, established methodology and standards available but data is not produced regularly by countries
- Tier 3: Indicators for which there are no standard and methodology are being developed/tested



TIER Classification: overview

	Indicator	Tier proposed by UNSD	Tier 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		
	Target 4.4		
16.1	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills		2
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 (II)

Thematic	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.	Proportion of schools with access to (a) basic drinking water; (b) single-sex basic sanitation facilities; and (c) basic handwashing facilities	1/2	1/2
31.	Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; and (c) computers for pedagogical purposes	1/2	1/2
32.	Proportion of schools with access to adapted infrastructure and materials for students with disabilities	1/2	3
	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



Proposed process to approve list of indicators



- ❑ **Step 1:** Review metadata
- ❑ **Step 2:** Weigh on data availability
- ❑ **Step 3:** Define tier classification
- ❑ **Step 4 :** Review methodological/data sources needs
- ❑ **Step 5:** Identify best possible placeholder if any to be used
- ❑ **Step 6:** Set a work group to propose on Tier II and Tier III proposal



Proposed criteria for defining Placeholders



- ❑ The proximity of the placeholder to the concept the original indicator is measuring
- ❑ The proximity of the placeholder to the target being measured
- ❑ Cross-national comparability of the placeholder (at least for groups of countries if not globally)
- ❑ Country and regional coverage
- ❑ Sufficient periodicity (i.e. at least once every 5 years)



Tier III Indicators

18.	Percentage of students in primary education whose first or home language is the language of instruction
19.	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations
26.	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
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)
32.	Percentage of schools with adapted infrastructure and materials for students with disabilities
35.	Number of higher education scholarships
43.	Percentage of teachers who received in-service training in the last 12 months by type of training



Work Ahead

- Update on mapping and thematic indicators

- Work per target to:
 - update on data availability,
 - TIER classification and
 - identification and approval of potential placeholders

Thank You



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