



Understanding the SDG4 Indicators Process and measurement challenges

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Outline

1. Implementing the SDG 4 agenda
2. Gathering Globally Comparable Data
3. The Global Alliance to Monitor Learning in the Education 2030 architecture
4. Measurement Challenges of the Learning Outcomes agenda
5. Recommendation to the TCG

1. Implementing SDG 4

Three main functions

- Setting Agenda
- Gathering Global Comparable Data
 - Methodology development
 - Standards and Quality Assurance
 - Data production
 - Data collection
 - Data reporting and sharing
- Monitoring: track progress

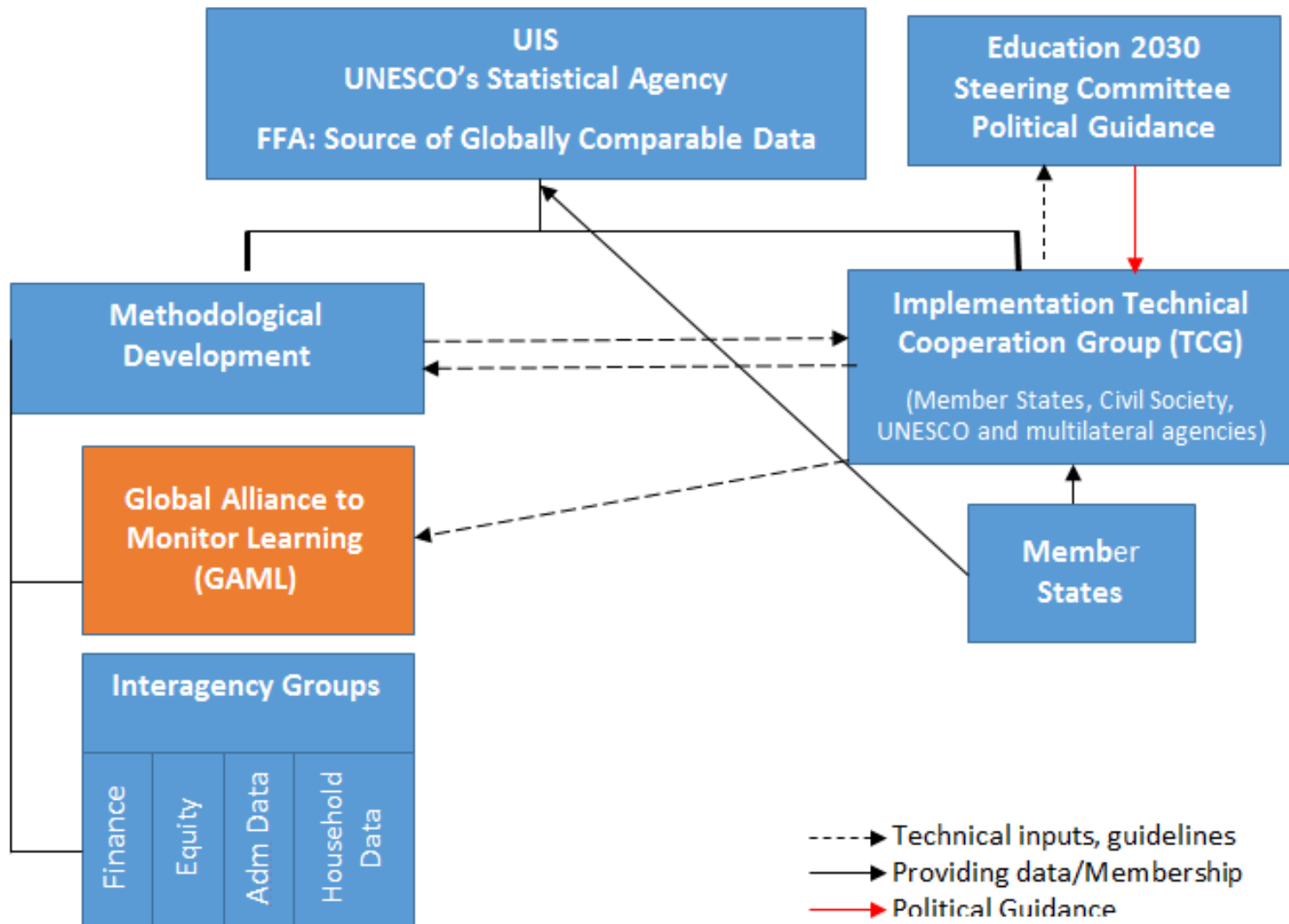
2. Gathering Globally Comparable Data

Standards and Methods to harmonize data production

- Two main broader issues to address
 - Quality in data production, collection, reporting and sharing
 - Code of Practices for Learning Assessments
 - Data Quality Assessment Frameworks
 - Statistical Coordination in data reporting
 - Within countries
 - Within UN organizations
 - Across the systems

3. The Global Alliance to Monitor Learning in the Education 2030 architecture

GAML in the Global and Thematic architecture



Governance Overview

- Our goal is to advance GAML through:
 - Shared decision making
 - Clear lines of responsibility and accountability.
 - Focusing on process and results.
 - Being efficient and nimble.
 - Ensuring good communication
- Governance is a key vehicle to accomplish results

Some basic issues about governance

- ❑ Leadership
- ❑ Control and oversight
- ❑ Transparency and Accountability
- ❑ Simplicity to Ensure Delivery

Solving basic issues on Governance

- Leadership
 - UIS, Mandate reaffirmed by FFA
- Control and oversight
 - UIS Governing Board & UNESCO EB
 - UNSC – Standard Setting Procedures
 - To Political and Implementation bodies: the Technical Cooperation Group

Solving basic issues on Governance⁽²⁾

- Transparency and accountability
 - Co-chairs among stakeholders
 - Development Partners
 - Member States
 - Civil Society
 - Agencies
- Bureau of Co-chairs
 - Rotating biennially

GAML Governance: Roles and Responsibilities

Chairs

- Advice and guidance
- Mobilizing Stakeholders
- Communicating and outreach

Secretariat

- Managing and ensuring delivery according to mandate
- Enable and facilitate the work of the task forces
- Commission research if needed
- Ensure a platform to exchange information

Members

- Participate in meetings, ensure alignment with best practices in the Learning Assessment
- Provide technical inputs, participate in task forces
- Endorse technical recommendation to the Technical Cooperation Group
- Ensure that the views of members states are reflected

4. Measurement Challenges of the Learning Outcomes Agenda

Reporting progress in learning outcomes: What does it take?

- ❑ Measurement and data, on outcomes
- ❑ Focus on a well-defined outcome
- ❑ Repeated measurement
- ❑ Harmonize different metrics and methods but
- ❑ Report on a global comparable scale
- ❑ Comparable scale use for baseline and importantly for feedback

SDG Global indicators on education* ⁽¹⁾

- ❑ **4.1.1** % of children and young people achieving **a minimum proficiency in reading and mathematics**
- ❑ **4.2.1** % of children under 5 who are **developmentally on track**
- ❑ **4.2.2** Participation rate in **organized learning** (one year before official start of primary)
- ❑ **4.3.1** Participation rate of youth/adults in **education and training**
- ❑ **4.4.1** % of youth/adults with **ICT skills**
- ❑ **4.5.1** **Parity indices** (sex, location, wealth etc)
- ❑ **4.6.1** % of youth/adults achieving **a fix proficiency in functional literacy and numeracy**
- ❑ **4.7.1 and 12.8.1** Extent to which **global citizenship education and education for sustainable development** are mainstreamed

* For exact wording of indicators, see annex IV of this publication:

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

SDG Global indicators on education*

(2)

- ▣ **4.a.1** % of schools with **access to basic services and facilities** (electricity, Internet, computers, adapted infrastructure, drinking water, single-sex toilets and handwashing facilities)
- ▣ **4.b.1** Overseas development assistance spending on **scholarships**
- ▣ **4.c.1** % of **trained teachers**

- ▣ **1.a.2:** Proportion of total government spending on essential services (education, health and social protection)

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SDG Thematic indicators on education* ⁽¹⁾

- 4.4.1. Percentage of youth/adults who **have achieved at least a minimum level of proficiency in digital literacy skills**
- 4.7.4. Percentage of students of a given age group (or education level) showing adequate **understanding of issues relating to global citizenship and sustainability**
- 4.7.5. Percentage of 15-year-old students **showing proficiency in knowledge of environmental science and geoscience**

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Current state, next steps

- Classification of all Global and Thematic indicators into Tiers,
 - 1: Agreed methodology, widely available data
 - 2: Agreed methodology, non widely available data
 - 3: No methodology, no data

	Tier I	Tier II	Tier III
4.1.1			X
4.2.1			X
4.6.1.		X	
4.7.1		X	
4.4.1.		X	
4.7.4.			X
4.7.5			X

5. Recommendations to the TCG

Key Inputs for the TCG

- Tier II Indicators
 - Suggestions for data coverage?
 - Depends on countries capacity for action and..
 - UIS data collection
- Tier III Indicators
 - Work plan for methodological development
 - Placeholder while methodological development happens

Thank You

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Indicators of the thematic framework

The IAEG-SDG

Members of the Inter-Agency Expert Group on the SDGs

The following United Nations Member States are currently members of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators:

<u>Eastern Africa</u>	<u>Middle and Southern Africa</u>	<u>Western Africa</u>	<u>Northern Africa</u>
Tanzania	Botswana	Cabo Verde	Algeria
Uganda	Cameroon	Senegal	
<u>Western Asia</u>	<u>Central, Eastern, Southern, and South-Eastern Asia</u>		
Armenia	China	The Philippines	
Bahrain	India		
Egypt	Kyrgyzstan		
<u>Oceania</u>	<u>The Caribbean</u>	<u>Central and South America</u>	
Fiji	Cuba	Brazil*	Mexico
Samoa	Jamaica	Colombia	
<u>Eastern Europe</u>	<u>North America and Northern, Southern and Western Europe</u>		
Russian Federation	Canada	The Netherlands	Germany
	France	Sweden	

Note: *The Chair of the United Nations Statistical Commission is a member of the IAEG-SDGs ex-officio.*

Source: *UN Statistical Division, 2016.*

TCG's members and observers

Multilateral agencies	UNESCO: UIS; UNESCO ED/ESC; GEMR World Bank, UNICEF; OECD; GPE
CSOs	Education International; Collective Consultation on NGOs
Member countries = IAEG countries (28)	<p>Africa: Uganda, U.R. of Tanzania, Botswana, Cameroon, Cabo Verde, Senegal</p> <p>Arab States: Algeria, Bahrain, Egypt</p> <p>Asia and the Pacific: China, India, Kyrgyzstan, Philippines, Fiji, Samoa</p> <p>Europe and North America: Armenia, Canada, France, Germany, Netherlands, Russian Federation, Sweden, United Kingdom</p> <p>Latin America and the Caribbean: Brazil, Colombia, Cuba, Jamaica, Mexico</p>
Observer countries= E2030 SC countries (14)	<p>Africa: Benin, Kenya, Morocco, Zambia</p> <p>Arab States: Oman, Saudi Arabia</p> <p>Asia and the Pacific: Japan, Republic of Korea,</p> <p>Europe and North America: Belgium, Latvia, Norway, Ukraine</p> <p>Latin America and the Caribbean: Argentina, Bolivia</p>

The thematic education indicators: concepts covered by target

SDG 4 targets	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	
	4	Policy
4.6	3	Skills
		Provision
4.7	5	Provision
		Knowledge
4.a	5	School environment
4.b	2	Scholarships
4.c	7	Teachers
TOTAL	43	

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

Learning	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 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	1 is global indicator (4.1.1)
	2. Administration of a nationally-representative learning assessment (i) in primary education, (ii) at the end of primary and (iii) at the end of lower secondary	
Completion	3. Gross intake ratio to the last grade (primary, lower secondary)	
	4. Completion rate (primary, lower secondary, upper secondary)	
Participation	5. Out-of-school rate (primary, lower secondary, upper secondary)	
	6. Percentage of children over-age for grade (primary, lower secondary)	
Provision	7. Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	

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

Readiness	8. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	8 is global indicator (4.2.1)
	9. Percentage of children under 5 years of age experiencing positive and stimulating home learning environment	
Participation	10. Participation rate in organized learning (one year before the official primary entry age), by sex	10 is global indicator (4.2.2)
	11. Gross pre-primary enrolment ratio	
Provision	12. Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks	

4.3. By 2030, ensure equal access for all women and men to affordable quality, technical, vocational and tertiary education, including university

Participation	13. Gross enrolment ratio for tertiary education	
	14. Participation rate in technical-vocational education programmes (15- to 24-year-olds)	
	15. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	15 is global indicator (4.3.3)

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

Skills	16.1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	16.2 is global indicator (4.4.1)
	16.2. Proportion of youth and adults with ICT skills by type of skill	
	17. Adult educational attainment rates by age-groups and levels of education	

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

Equity cross targets	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected as data become available)	Global indicators (4.5.1)
Policy	18. Percentage of students in primary education whose first or home language is the language of instruction	
	19. Existence of explicit formula-based policies which aim to reallocate education resources to disadvantaged populations	
	20. Education expenditure per student by level of education and source	
	21. Percentage of total aid to education allocated to low-income countries	

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Skills	22. Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	22 is global indicator (4.6.1)
	23. Youth / adult literacy rate	
Provision	24. Participation rate of youth/adults in literacy programmes	

4.7 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 appreciation of cultural diversity and of culture's contribution to sustainable development

Provision	25. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	25 is global indicator (4.7.1 and 12.8.1)
Knowledge	26. Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	
	27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	
	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)	

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Resources	30. Proportion of schools with access to (i) basic drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator definitions	30, 31 and 32 are global indicator (4.a.1)
	31. Percentage of schools with access to (i) electricity (ii) Internet access for pedagogical purposes and (iii) computers for pedagogical purposes	
	32. Percentage of schools with adapted infrastructure and materials for students with disabilities	
Environment	33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	
	34. Number of attacks on students, personnel and institutions	

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

Resources	35. Number of higher education scholarships awarded by beneficiary country	
	36. Volume of official development assistance (ODA) flows for higher education scholarships by sector and type of study	36 is global indicator (4.b.1)

4.c 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

Qualified	37. Percentage of teachers qualified according to national standards by education level and type of institution	
	38. Pupil-qualified teacher ratio by education level	
Trained	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 (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	39 is global indicator (4.c.1)
	40. Pupil-trained teacher ratio by education level	
Motivated	41. Average teacher salary relative to other professions requiring a comparable level of education qualification	
	42. Teacher attrition rate by education level	
Supported	43. Percentage of teachers who received in-service training in the last 12 months by type of training	

But several challenges to implement some of the indicators

SDG 4 targets	Number of indicators	The challenge of data availability <i>Tier 2 indicators</i>	The challenge of methodology and data availability <i>Tier 3 indicators</i>
4.1	7		1
4.2	5	1	1
4.3	3	1	
4.4	2	2	
4.5	PI 4	Depends on indic.	Depends on indic 2
4.6	3	1	
4.7	5	1	3
4.a	5	2	1
4.b	2		1
4.c	7	2	1
TOTAL	43	12	8