

SDG 4 data webinar series

Global and Thematic Education Indicators What Next?

7 September 2016



United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

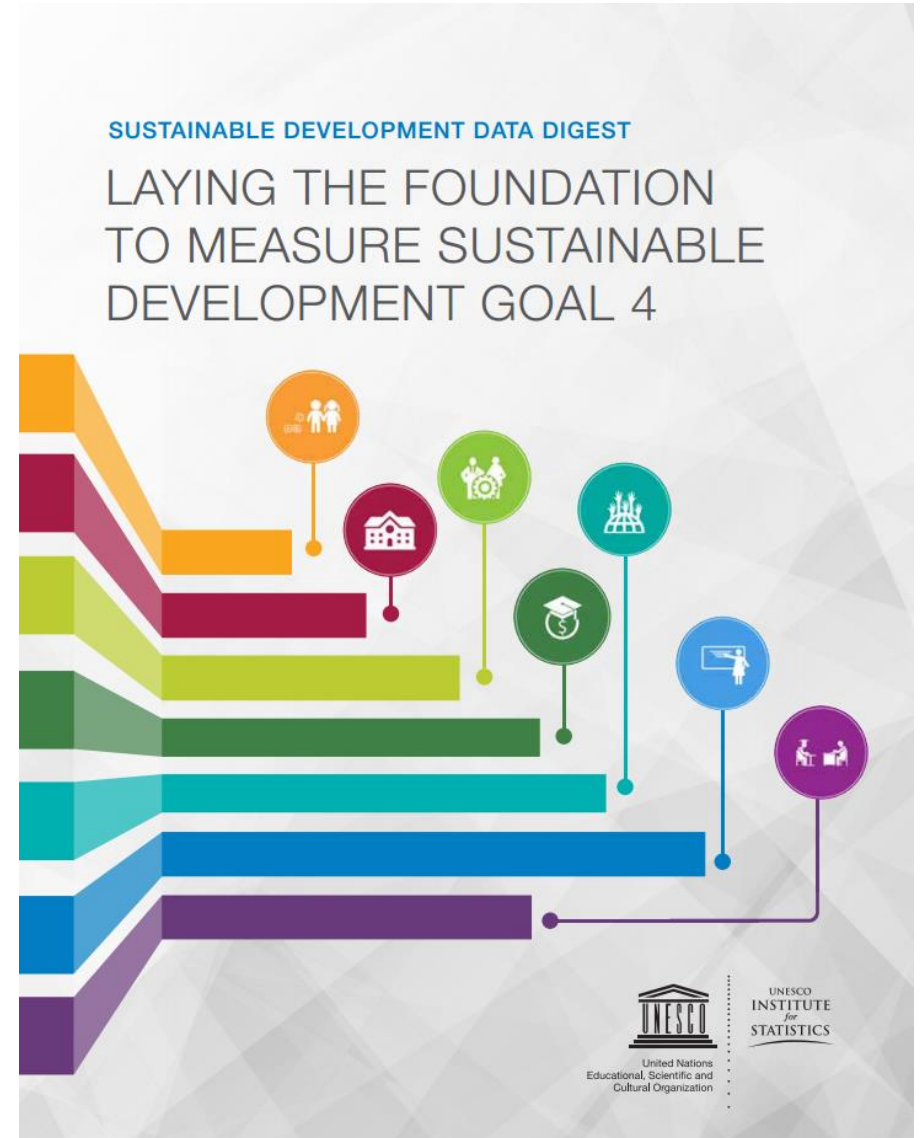


Structure of webinar

- Presentation 15-20 minutes Albert Motivans, UIS
- Discussants 5 minutes each Antonia Wulff, Education Intl.
Dankert Vedeler, Education 2030
- Discussion 25 minutes
 - Note that participants' microphones are muted
 - Questions should be sent by text message / chat window
 - Moderator will review and submit questions to presenters

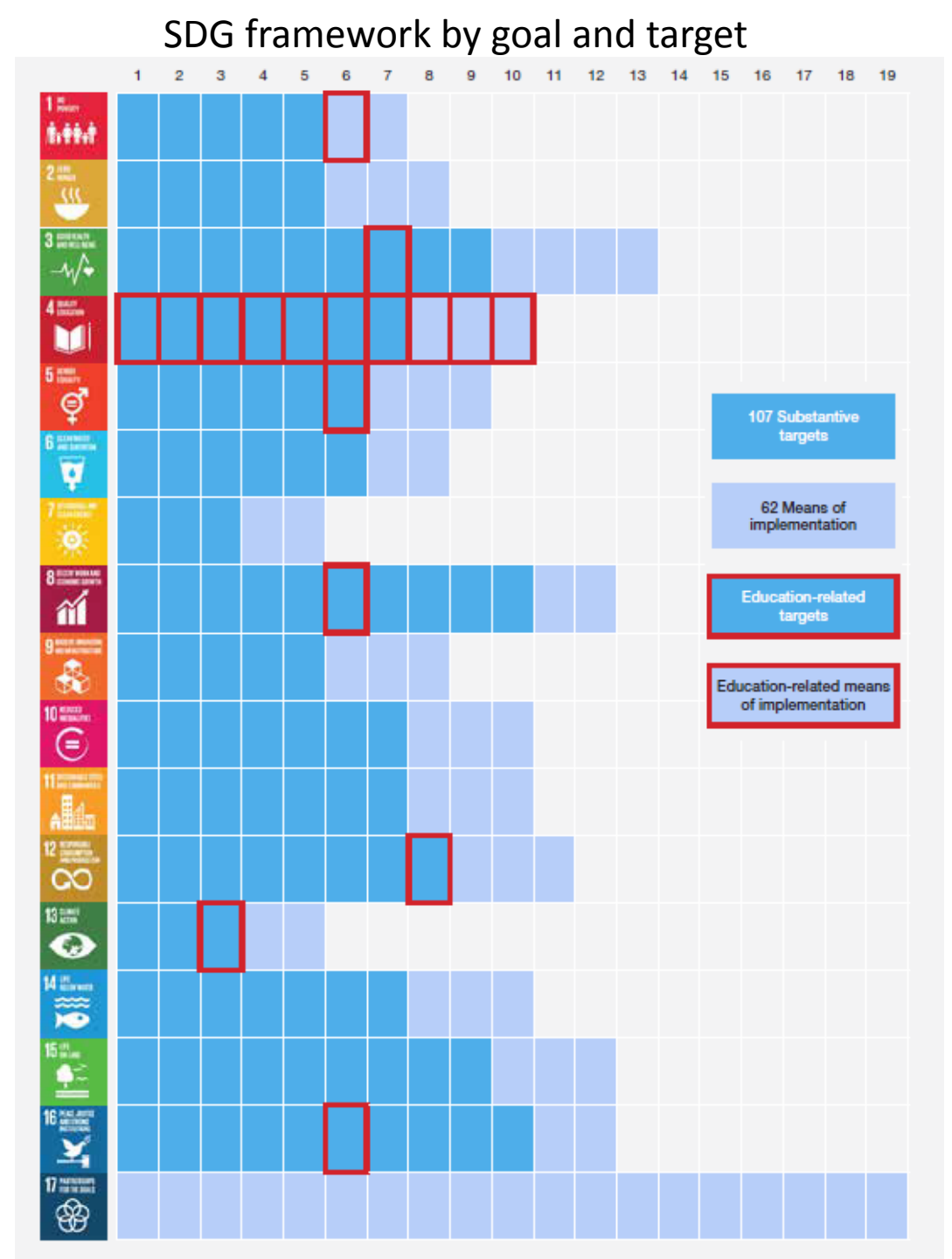
Overview of webinar content

- Defining the indicator frameworks
 - Why an indicator framework?
 - What is the global framework?
 - What is the thematic framework?
 - Who and how were indicators decided?
- Implementing the indicator frameworks
 - Are countries ready to monitor SDG 4?
 - What's next? Actions to advance the agenda for measuring learning and equity
- Next webinar sessions



Education and the SDGs

- SDGs include 17 goals, 169 targets and 229 indicators
- The education goal - SDG 4 - has 7 targets and 3 means of implementation
- Education has implications across the entire SDG agenda, and is included in other targets:
 1. Ending poverty
 3. Health
 5. Gender equality
 8. Decent work
 12. Responsible consumption
 13. Climate change
 17. Peace, justice, strong institutions



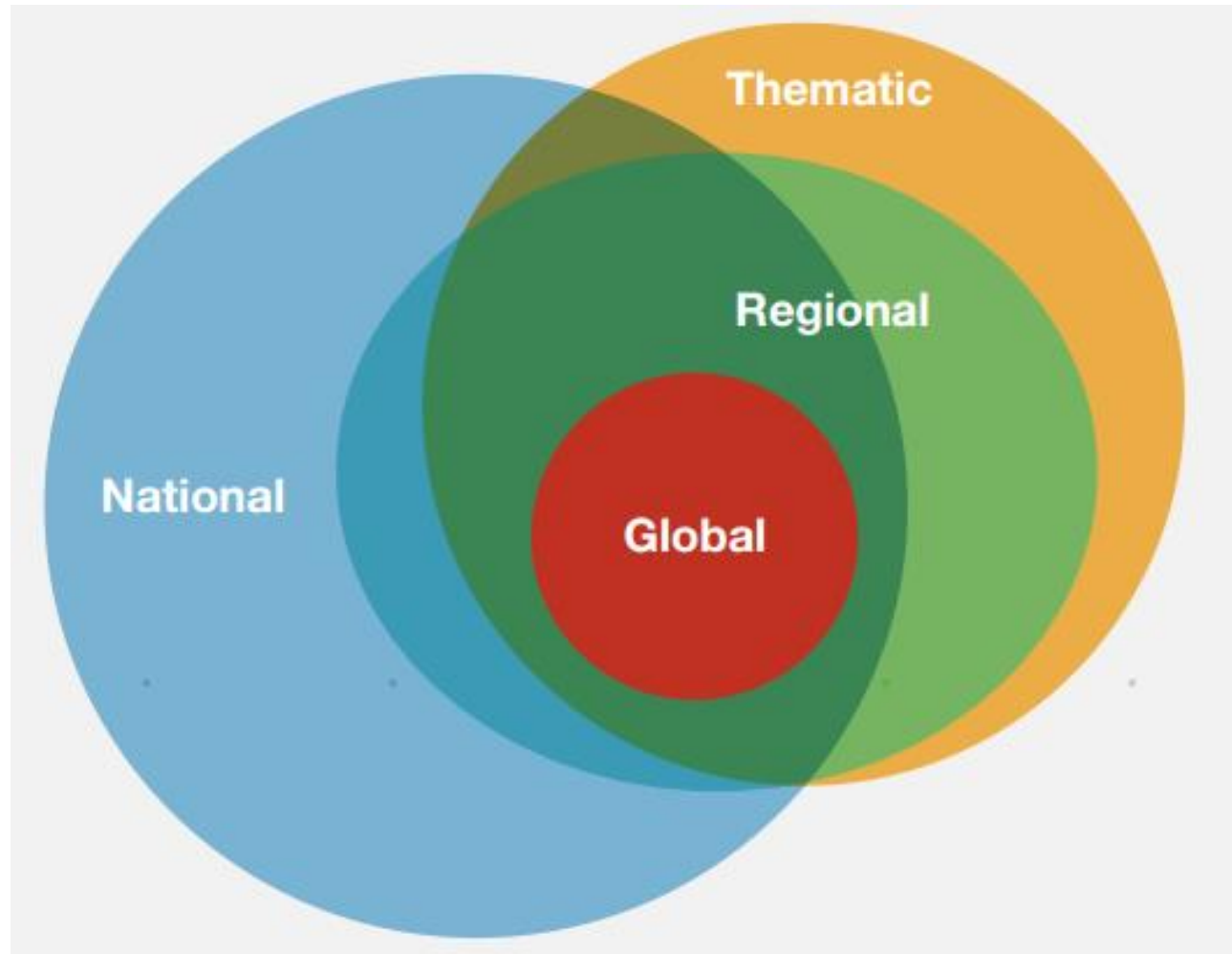


The education goal from MDGs to SDGs



2000-2015	Duration of compact	2015-2030
International agencies	Who defined indicators?	Member states
Universal primary completion	Key concepts to measure	Life-long learning
Sex	Key equity concept	Age, sex, location, wealth et al
1 (plus gender parity)	How many education targets?	10
3 - 5	How many education indicators?	11 (plus disaggregation)

Levels of SDG monitoring: different purposes and indicators



Source: UNSG, 2015

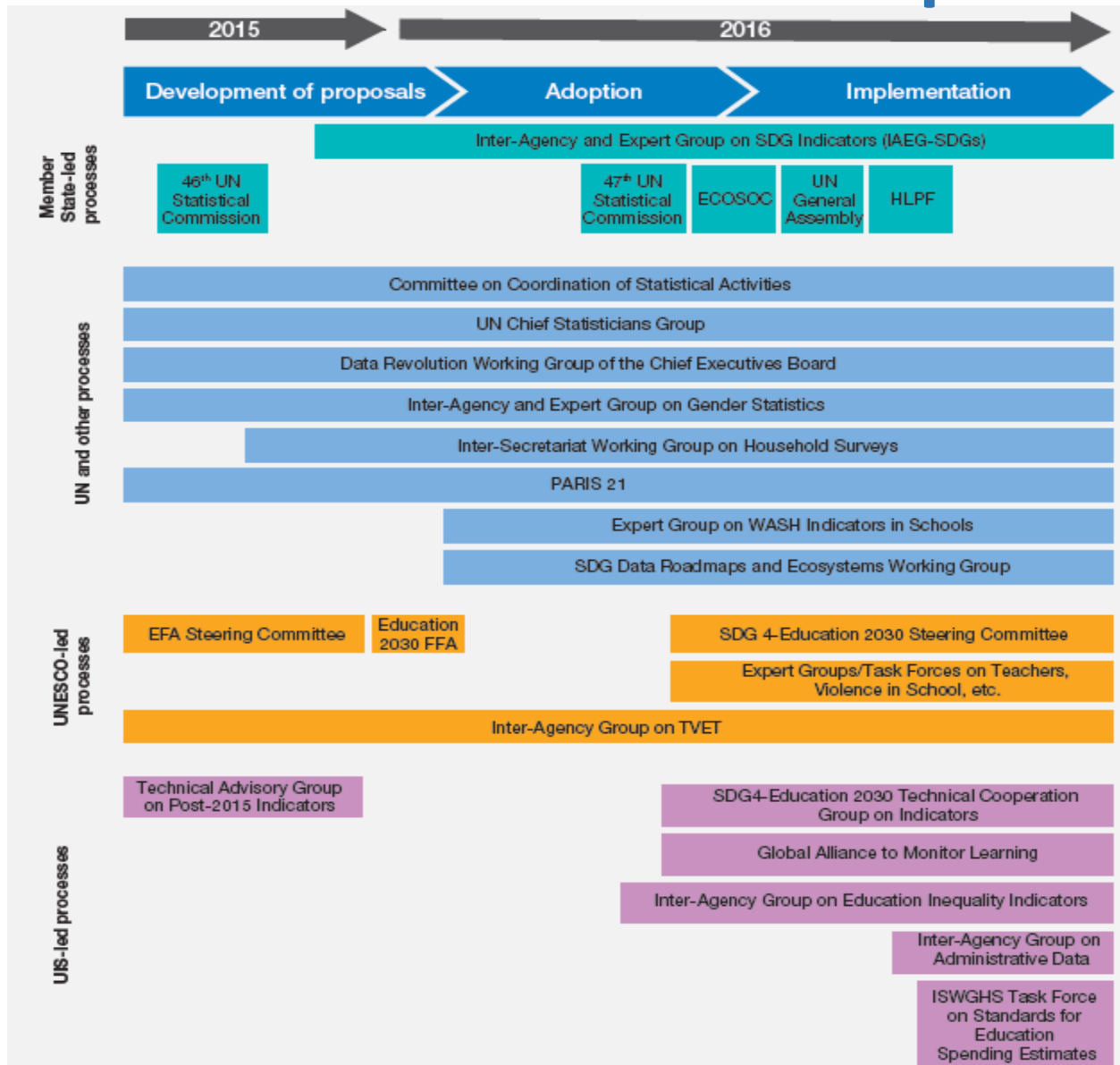
National: indicators that monitor nationally relevant education issues

Regional: indicators that monitor regionally relevant education issues (AU2063)

Thematic: indicators to cover education policy issues more comprehensively (43+ indicators)

Global: small set of leading indicators part of larger global framework (11+ indicators)

Global and thematic indicator frameworks include different tracks of development and many players



Global track: Led by UN
Technical lead: Interagency expert group for the Sustainable Development Goals (IAEG-SDGs)
Meets next: Oct. 21-22, Addis Ababa
Adoption of global indicator framework at UNGA in September?

Thematic track: Led by Education 2030 Steering Committee
Technical lead: Technical Cooperation Group (TCG)
Meets next: Oct 26-28, Madrid
Thematic track aligns its work to the results of the global track

Global indicator framework

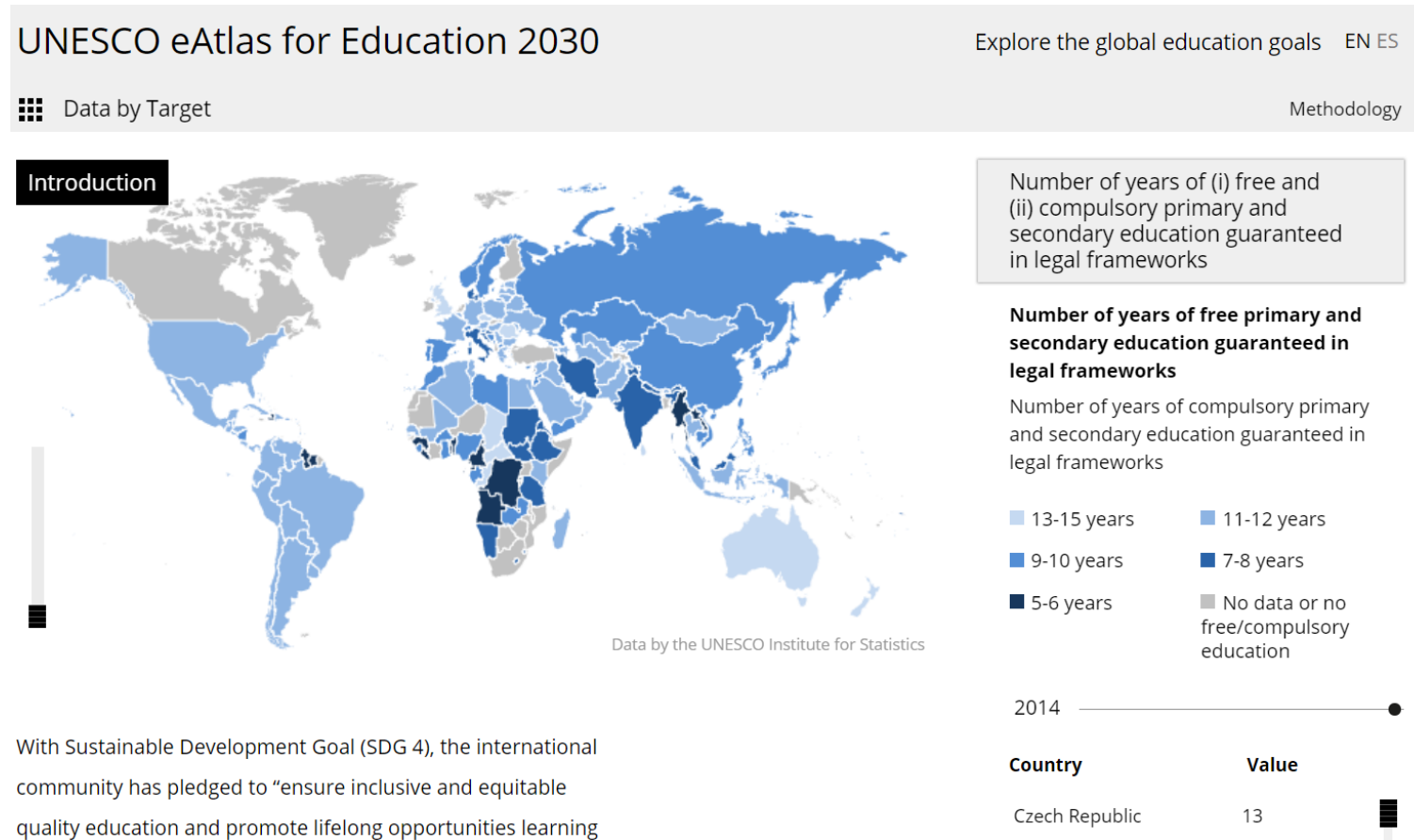
- **11 indicators**, one indicator per target except for 4.2 which has two indicators
- Strong **focus on learning outcomes** (targets 4.1, 4.2, 4.4, 4.6, 4.7)
- **Equity measures** (parity index) and disaggregation across all relevant indicators

Targets	Indicators
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	4.1.1 Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
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	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
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	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
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	4.5.1 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) for all education indicators on this list that can be disaggregated
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
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	4.7.1 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
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	4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
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	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study
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	4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; 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

The thematic indicator framework

- For the full list of 43 thematic indicators, definitions, methodologies and currently available data for the world, see:

<http://on.unesco.org/sdg4-map>



Thematic indicators: some will require more efforts

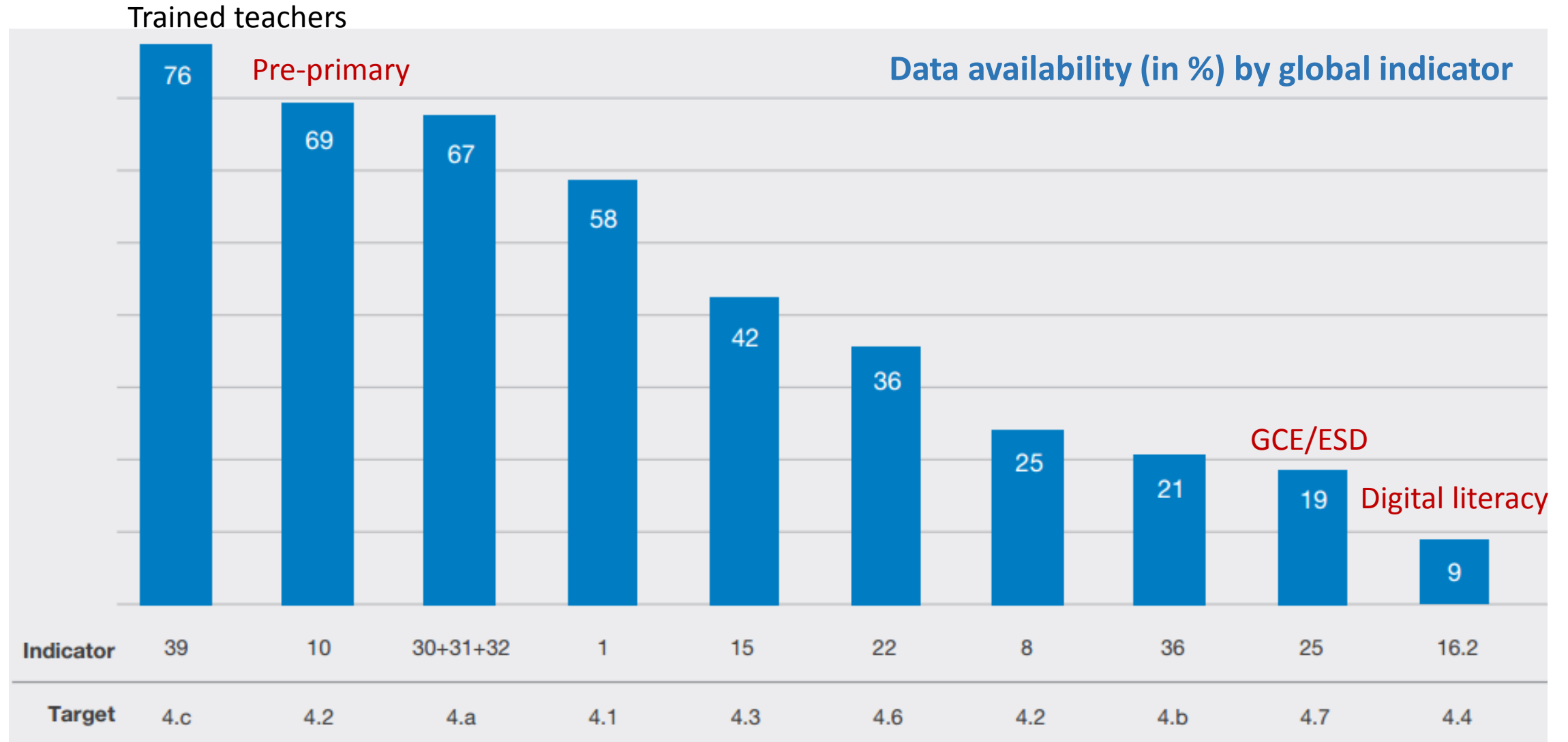
SDG 4 target	Number of indicators
4.1	7
4.2	5
4.3	3
4.4	2
4.5	Parity indices +4
4.6	3
4.7	5
4.a	5
4.b	2
4.c	7
Total	43

More indicators broadens thematic framework

The thematic framework presents a more comprehensive and holistic perspective by adding more concepts and policy themes

Concept	Global indicators	Thematic indicators
Participation and completion	<ul style="list-style-type: none"> Participation in ECCE Participation of youths and adults 	<ul style="list-style-type: none"> Completion of primary and secondary education Participation in primary and secondary education
Policy and provision	<ul style="list-style-type: none"> Policies and provision of global citizenship and education for sustainable development 	<ul style="list-style-type: none"> Years of free and compulsory education from pre-primary to secondary education Public policies promoting equity Provision of GCED, HIV and sexuality education and human rights education
Knowledge, skills, learning and readiness	<ul style="list-style-type: none"> Learning outcomes at primary and secondary education Readiness: school readiness of children under 5 Skills: ICT skills, literacy skills 	<ul style="list-style-type: none"> Readiness: stimulating home learning environment Skills: digital literacy Knowledge: environmental science and geoscience
School infrastructure and environment	<ul style="list-style-type: none"> School resources 	<ul style="list-style-type: none"> School environment
Scholarships	<ul style="list-style-type: none"> Volume of ODA flows 	<ul style="list-style-type: none"> Numbers of scholarships
Teachers	<ul style="list-style-type: none"> Training 	<ul style="list-style-type: none"> Qualifications Motivation Support

Survey results: are countries ready to monitor SDG 4?



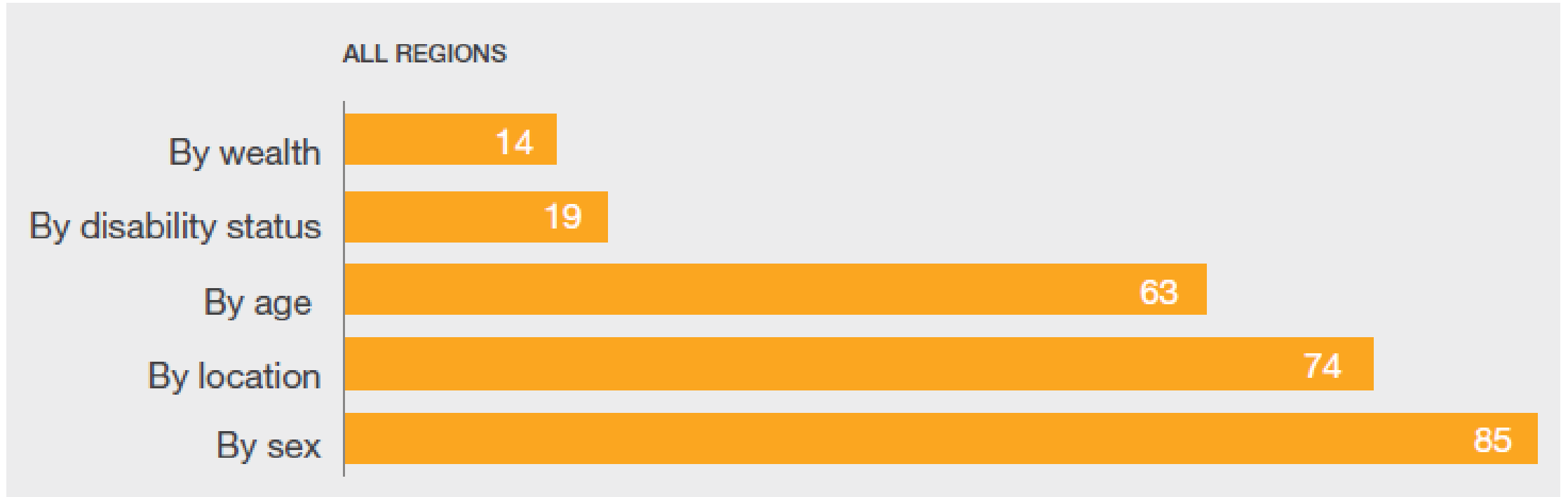
Source: UNESCO Institute for Statistics, 2016

Proportion of learning outcomes data to report on SDG 4.1 varies by region

Data availability (in %) by global indicator

Reading	Grade 2 or 3	End of primary education	End of lower secondary education
Asia and the Pacific	47	50	42
Arab States	47	65	65
Latin America and the Caribbean	81	69	62
Sub-Saharan Africa	80	68	33
All regions	65	62	46
Mathematics	Grade 2 or 3	End of primary education	End of lower secondary education
Asia and the Pacific	42	58	47
Arab States	41	71	65
Latin America and the Caribbean	77	81	62
Sub-Saharan Africa	65	68	43
All regions	57	68	51

Data availability by disaggregation is limited for specific markers of disadvantage



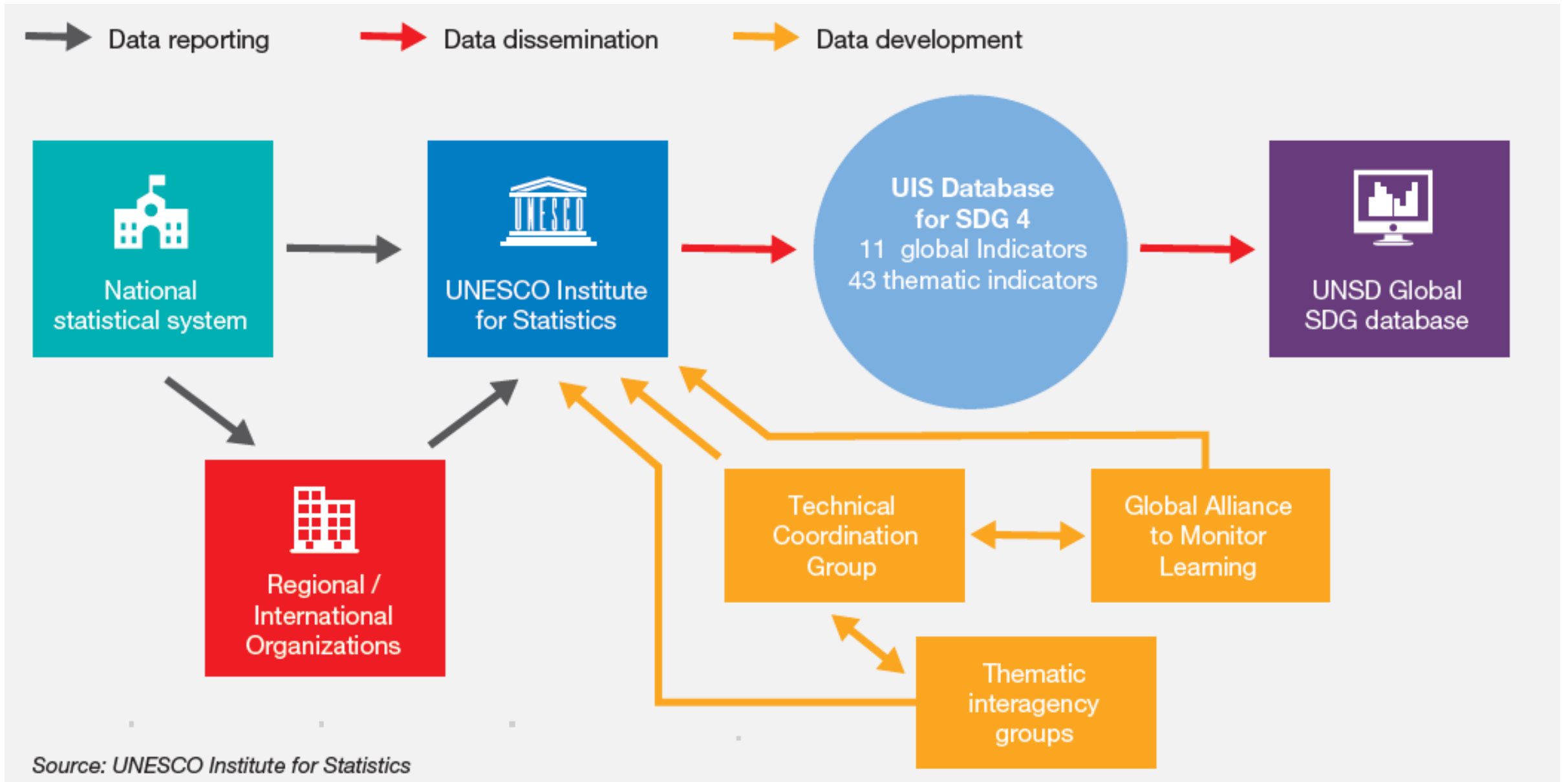
What a country needs to do for national statistical systems and global reporting for the SDGs

For national statistical systems	For global reporting on the SDGs
Establish national standards and protocols	Align relevant constructs/data collections to meet standards
Integrate regional recommendations	Fulfil minimum quality assurance related to data
Adopt international codes of practice and classifications	Harmonise data global reporting metrics

Key platforms for advancing the SDG measurement agenda

Technical Cooperation Group (TCG)	Global Alliance to Monitor Learning (GAML)
<p>What? TCG on the Indicators for SDG 4-Education 2030 recommends approaches and actions to develop the methodologies and improve data availability for thematic monitoring indicators</p> <p>Who? Technical experts and representatives from 28 countries, civil society, international agencies and chaired by UIS and Education 2030 SC.</p> <p>What next? Meets 26-28 October to finalise the thematic indicator framework and establish indicator task forces</p>	<p>What? It addresses measurement challenges based on consensus in learning assessment while improving coordination. It develops standards, guidelines and data quality frameworks for learning assessments</p> <p>Who? Multi-stakeholder initiative, including technical experts from international agencies, countries, civil society and research and academia</p> <p>What next? Meets 17-18 October in Washington, DC to advance work in key areas towards strengthening national measurement of learning indicators</p>

Flows of data reporting, dissemination and development



Join us for the next three webinar sessions

...providing a new focus on setting the agenda for measuring education quality, learning, equity and inclusion

- **September 12**

Towards a Workable Strategy to Measure Learning

- **September 15**

The Importance of Early Interventions: How to Measure Child Development?

- **September 29**

Equity in Learning : Leaving No One Behind in the SDG 4 Monitoring Agenda