United Nations
Educational, Scientific and
Cultural Organization

UNESCO INSTITUTE FOR STATISTICS

TECHNICAL COOPERATION GROUP

SUSTAINABLE DEVELOPMENT GOALS

Fifth Technical Cooperation Group Meeting

Summary and next steps

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Conclusions and Consultation

Session 2. Methodological developments and indicators to be published in 2019

Approved indicators:

- 4.1.5 Out-of-school rate (change in calculation method)

- 4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development (change in definition, calculation method)

- 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months (approval of survey module for data collection)

Session 2. Methodological developments and indicators to be published in 2019

Indicators to send to consultation

- 4.2.3 Percentage of children under 5 years experiencing positive and stimulating home learning environments (consultation on recommended tool for data collection)

- 4.4.3: Youth/adult educational attainment rates (agreed to drop “programme orientation”, consultation on “economic activity status”)

- 4.5.2: Percentage of students in primary education whose first or home language is the language of instruction (review of indicator definition, expert recommendations)

- 4.a.1(d) Proportion of schools with access to adapted infrastructure and materials for students with disabilities (review of expert recommendations)

Indicators for monitoring in 2019: List of candidates

4.2.3 positive and stimulating home environment

4.4.2 proficiency in digital literacy skills

4.5.2 students in primary education whose first or home language is the language of instruction

4.5.3 extent to which formula-based policies reallocate education resources to disadvantaged populations

4.7.3 national implementation of framework on World Programme on Human Rights Education

4.7.4 understanding of issues relating to global citizenship and sustainability

4.b.2 number of higher education scholarships awarded by beneficiary country

4.c.5 average teacher salary relative to other professions

4.c.7 teachers with in-service training

Decision POINT - Considering the work presented and survey results, the TCG is invited to:

Endorse the work related to the pilot SCD Framework.

Recommend to advance with the development of the definitive platform for the SCD Framework and disseminate it.

Provide feedback on assigning the functions of WG2 to TCG Secretariat.

Consultation:

Is there any additional information that you would like to see added to any of the components of the SCD Framework?

Do you have any suggestions to improve the contents and usefulness of the any of the components the SCD Framework?

National experiences

Presentations highlighted some common trends in terms of challenges and capacity needs. They could be clustered around three categories: (i) awareness; (ii) funding; and (iii) technical.

Awareness:
-Countries highlighted a persistent need of awareness-raising and advocacy around the SDG4-Education 2030 agenda with key stakeholders at the national level.

Funding:
-Limitation and inefficient use of existing financial resources is a major issue. Statistical campaigns are expensive exercises with heavy logistics and pressing demands in terms of ICT capacities and infrastructure.

Session 3. Update from TCG WG2 on Capacity Development

National experiences

Technical:

-The process of localizing SDG4 is seen by many countries as a challenge. Support is requested in identifying and reviewing relevant indicators at the national level, particularly qualitative ones and those where no consensus has been reached on their definition.

-The intersectoriality of education is another challenge in itself as it calls for constant coordination with several stakeholders and the need to rely on data sources outside ministries of education.

-The use of data for policy-making was also identified as an important capacity gap. Countries highlighted the need of training on the use of data to inform national education policies and plans in line with SDG4, but also to address identified distortions among regions.

-Countries requested more opportunities for cooperation and knowledge sharing, not limited to workshops and events.

Session 4. Report on the availability and development of LO/Skills indicators

- 4.1.1
  - Definition of MPL
  - Alignment methodology for indicator 4.1.1
  - Content Framework and mapping tools
  - Procedural guidelines and alignment tools
  - All three points are now in Tier II.
- 4.4.2.
  - Agreement on the content framework and next steps
    - Mapping tools and make them available
    - Produce recommendations for countries
- 4.6.1.
  - Agreement on the need to generate tools adequate for developing countries
  - Disagreement on proceed with self-reporting to report for indicator 4.6.1
  - Proposal on improving literacy measure on HHS
- 4.7.5.
  - Acceptance on refining the indicator to open the door
  - Inclusion an indicator on creativity

Session 7. Benchmarking

1. **Do you agree to develop national benchmarks for as many global indicators, where possible, in alignment with regional frameworks?**

Strongly agree	Agree	Disagree	Strongly disagree

We would appreciate any comments that you may wish to make:

2. **Do you agree that the UIS should support the development of national benchmarks, where possible in collaboration with regional organizations?**

Strongly agree	Agree	Disagree	Strongly disagree

Filling the gaps

Do you agree with the use of projections to fill gaps in national data for SDG indicators?

Problems with quantity and quality of data

a. Lack of resources and national incentives
b. External funding obligations; external agendas
c. Limited resources; limited capacities

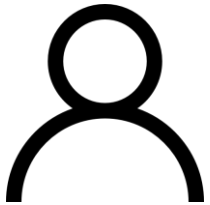
Clear purpose of the SDG agenda

Dubai Declaration

Funding mechanism to raise resources to address data needs for the full implementation of 2030 agenda and support national statistical systems

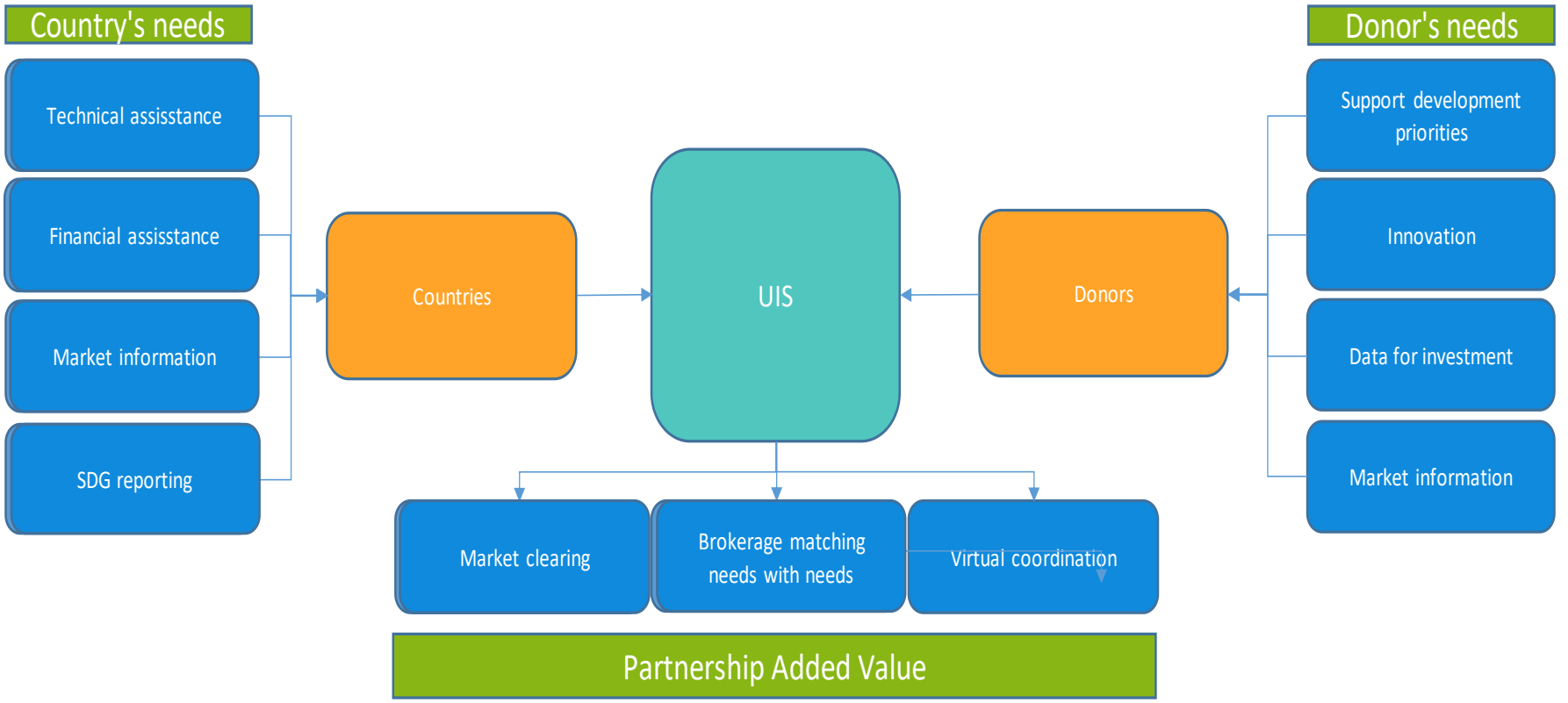
Donor

Coordination support to better mobilize funds



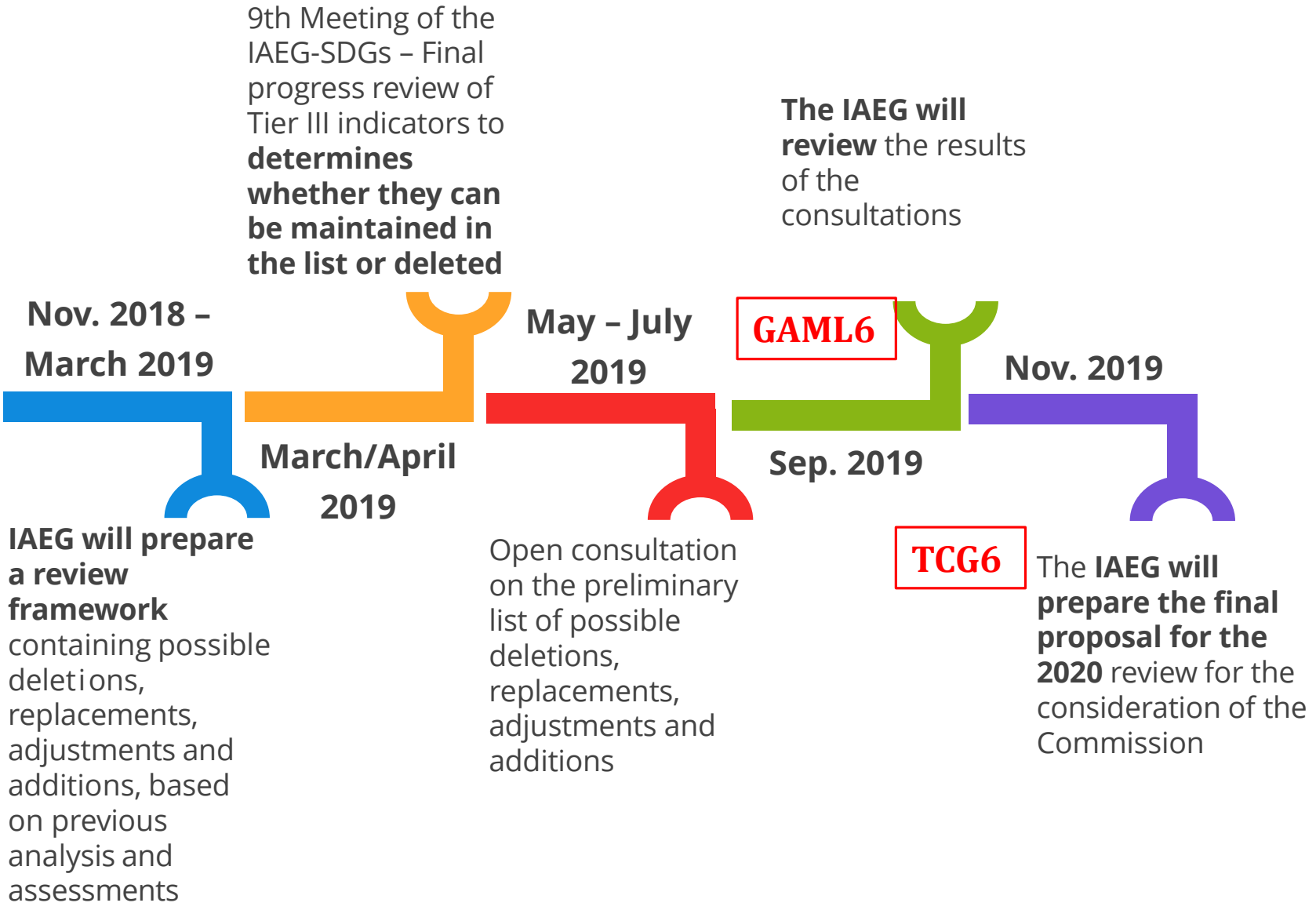
Recipient

Thinking on other focus



Processes

2020 Comprehensive review timeline



Target 4.1 – Indicators proposed

- Number of children not in school:
  - One possibility would be the **out-of-school rate**.
  - It is already a thematic indicator (4.1.5) and is arguably more meaningful than the out-of-school number.
- Number of guaranteed years of free and compulsory education mandated by law: This is very similar to indicator 4.1.7, "**number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks**".
  - 4.1.7 is limited to primary and secondary education, probably because it is an indicator for target 4.1.
  - The proposed indicator is more meaningful because it can also cover pre-primary and (less likely) post-secondary education.
  - The proposed indicators also uses "mandated by law" instead of "guaranteed in legal frameworks"; the difference between the two is not clear.

Target 4.b – Indicators proposed

- **"Additional sources of funding for scholarships aside from ODA, including private sources**". The current indicator 4.b.1 is "volume of official development assistance flows for scholarships by sector and type of study".
  - Adding other sources of funding is informative and reasonable but it is not clear how the data can be compiled.
- **Outbound mobility ratio**
  - The volume of scholarships is not simple to interpret. The outbound mobility ratio, on the other hand, indicates the proportion of students from a given country studying abroad.

Next Steps

Next Steps

- UIS to distribute consultation
- Members of TCG take 10 days to answer
- UIS will distribute in December results of consultation
- Thematic framework consultation will be
- UIS to propose a way of articulating work with the regional initiatives to ensure alignment and give to all the possibility of participation
- Invitation to countries to join working groups
- UIS to consult on countries specifics needs and mechanisms of fundings

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Thank you!

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