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A global lead indicator for education: an advocacy tool to help reach SDG 4


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Why have a global lead indicator for education?



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Report for UN says 250 million primary school age children can't read, write or do basic math

Published January 29, 2014

Associated Press

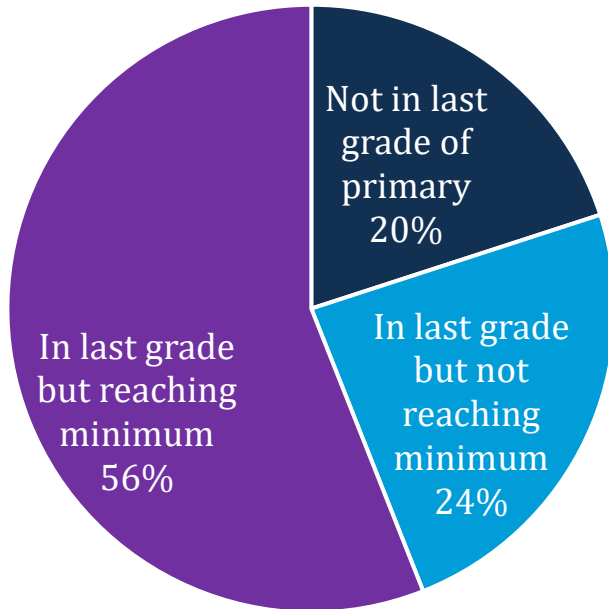
- ❑ A measure which combines the three elements of the SDG4 agenda: participation, learning, and equity
- ❑ A flagship indicator attracts attention, helps advocacy, can speak to those outside the 'global education community'
 - Number of children out-of-school played that role under the MDG/EFA framework
 - In health, under-five mortality rate played that role and was very effective in attracting attention and funding
- ❑ SDG4: 11 indicators, 32 more for the Education 2030 thematic framework – difficult to focus for advocacy
- ❑ Can be of interest to all countries (not just developing)
- However, integration of learning means same challenges as for 4.1.1: comparability and coverage

Criteria for a GLI

1. **Comprehensiveness:** responsive to 3 dimensions of participation, quality, equity
2. **Transparency:** calculation should be straight-forward and indicator understandable to a non-expert audience
3. **Data requirements:** possible to calculate based on data available (or soon to be), for a large number of countries--should use indicators or same underlying data as from existing SDG4 list
4. **Responsiveness:** sensitive to current developments in education policy
5. **Decomposability:** possible to look at sub-components separately (ex .participation and learning)

the share (or number) of children either not in school, or not reaching minimum proficiency

Option 1: Children Not Learning (CNL)



- Children not attending (or completing) school would be counted as 'not learning', and the learning level of those attending would be approximated by an assessment taken at a particular grade.
- Participation may be based on completion, gross intake ratio to last grade, average NER, expected cohort completion--TBD

Option 2: Years of schooling lost (YSL)

How many school-age years, on average, children are either not in school, or in school but not learning (counted as half a year of schooling), compared to the ideal value of attending school and learning

- Same data requirements as CNL

Other options

3. Quality-Equity-Adjusted-School-Years (QEASYS): *school years weighted by learning and equity experienced in that year, (compared to a 'gold standard' of a full course of high quality, equitable schooling)*

- Similar to Quality-Adjusted-Life-Years (QALY) and Disability-Adjusted-Life-Years (DALY) in health sector
- Expansion/reversal of YSL

4. Educational Development Index (EDI): *product of three component indicators for the dimensions of access, learning, and equity (HDI-style)*

Evaluation of options and next steps

- ❑ Because of higher data requirements and more complex calculations (and therefore harder to communicate) QEASYS and EDI are less attractive candidates. CNL or YSL may be better suited.
- ❑ Link between SDG4 framework and GLI: a complement rather than a competitor, no new data reporting requirements for countries (would use same underlying data as existing SDG4 indicators)
- ❑ Technical Options Paper to be published and shared around mid-June
- ❑ Q: should it be a (rough) global figure, regional one, or country level?



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