



United Nations  
Educational, Scientific and  
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UNESCO  
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GROUP



# Interim reporting, data validation and new indicators

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TCG4 Meeting

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January 18 2018



# Interim Reporting

- Proposal first discussed with GAML but applicable to all SDG 4 indicators
- Aim to maximize the availability of data for SDG 4 global and thematic indicators for the follow-up and review of progress without compromising data comparability
- Where indicators are available that measure the same concepts but differ in certain characteristics (eg data sources, age ranges, reference periods, etc) they should be considered for reporting



# Interim Reporting

- Differences in coverage to be footnoted so that the data available for a given indicator can be partitioned into subgroups of comparable data (eg within specific learning assessments for 4.1.1)
- Take steps to develop quality assurance processes for national data including metadata to expand coverage to include 'approved' national sources
- UIS to gather data from multiple sources where applicable. Countries to be consulted on data to be published



# Interim Reporting

- For learning outcomes (especially 4.1.1) develop an algorithm for determining which data sources to use when more than one exists, for example
  - closest to the intended measurement point (early grades, end of primary, end of lower secondary)
  - cross-national v national?
  - longitudinally-equated or not
- If countries and custodians agree, and databases allow, data from multiple sources for the same year may be published



# Data validation

- Basic principle that countries should be consulted before publication of SDG 4 indicators
- Recommended by IAEG-SDGs and building on existing UIS, UNICEF and OECD best practices
- In 2017, UIS introduced a special review for SDG 4 global indicators. For 2018, review extended to cover all SDG 4 indicators.
- Review sent to usual data providers and, from 2018, where available, national SDG focal points identified by the IAEG-SDGs



# Data validation

- TCG WG on Data Reporting, Validation and Dissemination has provided feedback on the exercise. Still room for improvement
- IAEG-SDGs currently consulting on a revised version of its guidelines for data reporting and validation – deadline 24 January 2018.
- Balance needs and expectations whilst making process as transparent as possible (eg showing data sources, raw data and any adjustments as well as indicators, deciding what to do if country and custodian do not agree)



# Indicators for reporting in 2018

- In addition to the 29 indicators approved for reporting in 2017, and based on the TCG's acceptance of WG1's recommendations the following **four indicators** should be included for reporting in 2018:

4.6.3 Participation in literacy programmes

4.7.2 HIV and sexuality education

4.a.2 Bullying in schools

4.a.3 Attacks on schools

NB 4.3.1 and 4.7.1 were already included in the list for reporting in 2017.

- New data will be added to UIS SDG 4 data sets from September 2018

# Indicators to remove?

- Does the TCG want to remove any indicators at this stage from the thematic framework?
- Possible candidates based on the work so far of the WG on Indicator Development:
  - 4.5.2 Language of instruction
  - 4.5.3 Funding for disadvantaged groups
  - 4.7.3 Human rights education
  - 4.b.1 Scholarships





# Use of placeholders?

- Considered by the TCG in 2016 but not adopted
- With 33 indicators approved for reporting in 2018, there are 10 indicators not available. Placeholders could be proposed for:
  - 4.2.3 Positive and stimulating parenting and homes – use MICS
  - 4.4.2 Digital literacy skills – use IEA's ICILS
  - 4.7.4 Global citizenship understanding – use IEA's ICCS
  - 4.7.5 Environmental/geo-science – use OECD's PISA 2006
  - 4.b.2 Scholarships – use measure of student mobility?

