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?

- 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 straightforward 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)
Option 1: Children Not Learning (CNL)

- Not in last grade of primary: 20%
- In last grade but not reaching minimum: 24%
- In last grade but reaching minimum: 56%

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

- 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
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)*
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?
Data to transform lives

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