

# Report on the definition and Implementation of SDG Education Indicator Frameworks by the UIS

**Said Voffal**

**Technical Cooperation Group meeting**

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# Overview of presentation

- Definition of metadata for the SDG 4 global and thematic indicators;
- Data production and harmonization;
- Issues/challenges that still need to be addressed
- Next steps

# Definition of metadata for SDG4 indicators

The following metadata were developed for each of the 43 global and thematic indicators:

- Definition
- Purpose
- Calculation method
- Interpretation
- Type of data sources (e.g administrative data, survey data, etc...)
- Disaggregation

# Definition of metadata for SDG4 indicators

- Data required to calculate the indicator
  - Data sources
  - Limitations and comments
- Some metadata are still however missing for some indicators and therefore will need to be completed.

# Tiering of thematic indicators

The Inter-Agency and Expert Group on the Sustainable Development Goal Indicators (IAEG-SDGs) is classifying each of the global indicators into one of three tiers:

- Tier 1:** Indicator is conceptually clear, an established methodology and standards are available and data are produced regularly by countries.
- Tier 2:** Indicator is conceptually clear, an established methodology and standards are available but data are not produced regularly by countries.
- Tier 3:** Indicator for which there are no established methodology and standards or the methodology and/or standards are being developed or tested.

## Tiering of indicators

- The UIS has adopted a similar approach as IAEG-SDGs for the thematic indicators for education in order to identify the indicators requiring further developmental work.

As a result of this exercise the SDG indicators can be categorized as follow:

- 31 indicators are either Tier 1 or Tier 2
- 12 indicators are Tier 3

## Indicators classified as Tier 3

- **4.1.1** Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading (ii) and mathematics
- **4.2.1** Proportion of children under 5 years of age who are developmentally on track in health, learning and psychological well-being, by sex
- **4.5.1** Parity indexes for all education indicators that can be disaggregated
- **4.5.2** Percentage of students in primary education whose first or home language is the language of instruction
- **4.5.3** Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations

## Indicators classified as Tier 3

- **4.7.1** Extend 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
- **4.7.2** Percentage of schools that provide life skills-based HIV and sexuality education
- **4.7.3** Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)



## Indicators classified as Tier 3

- **4.7.4** Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
- **4.a.1 (d)** Percentage of schools with adapted infrastructure and materials students with disabilities
- **4.b.2** Number of higher education scholarships awarded, by beneficiary country
- **4.7.7** Percentage of teachers who received in-service training in the last 12 months by type of training

## Placeholders for some indicators

- In assessing thematic indicators, the UIS has identified a need for selecting a number of placeholders for indicators not yet widely available to ensure that monitoring can initially be based on an indicator that captures a similar concept but is more widely available now.

## Criteria for a good placeholder

- i) The proximity of the placeholder to the concept the original indicator is measuring
- ii) The proximity of the placeholder to the target being measured
- iii) Cross-national comparability of the placeholder (at least for groups of countries if not globally)
- iv) Country and regional coverage
- v) Sufficient periodicity (i.e. at least once every 5 years)

## Review and validation of Tiers and placeholders

- The Technical Cooperation Group is invited in this meeting to provide advice on the Tiers proposed by UIS for each indicator including, for those in Tier 3, recommendations on approaches to take in developing the proposed indicators
- The Technical Cooperation Group is also invited in this meeting to provide advice on the placeholders proposed by UIS for each indicator

## Issues with defining thresholds and minimum proficiency levels

- There is a need to agree on which levels within each learning assessment should be considered the minimum to define indicators
- Also should threshold be defined for indicators to monitor progress

# SDG data production by the UIS

The UIS did a major first data production and collection exercise for the SDG indicator in the middle of 2016:

- All new SDG indicators that could be calculated from UIS regular data collection were programmed, tested, finalized and published;
- One important indicator on completion rate (primary, lower secondary and Upper secondary) was calculated using household survey data
- Data from external data sources (those related to learning outcomes but also others ) were collected, harmonized and published

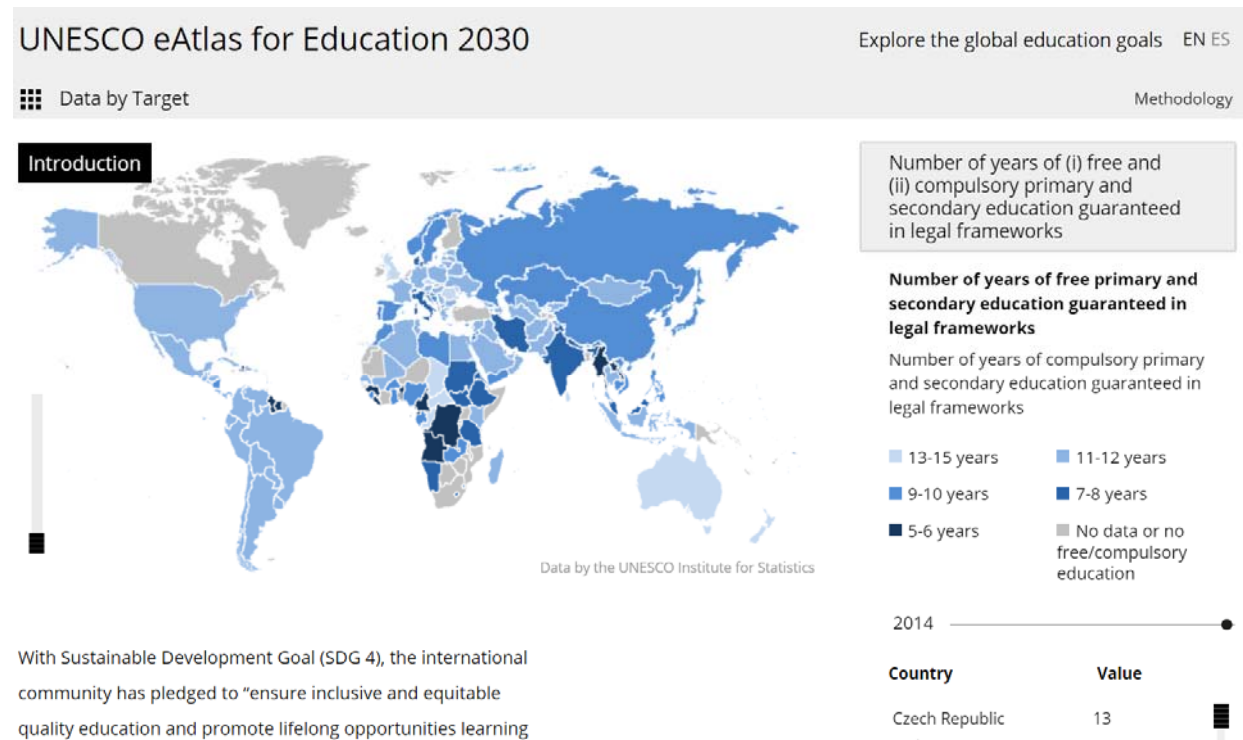
## Thematic Indicators: UIS mapping of data availability

Summary of UIS mapping of data availability			
Target	Number of indicators	Concepts	Data availability
4.1	7	Learning (2)	Yes (4.1.1); Yes (4.1.2)
		Completion (2)	Yes(4.1.3); Yes (4.1.4)
		Participation (2)	Yes(4.1.5; 4.1.6)
		Provision (1)	Yes (4.1.7)
4.2	5	Readiness (2)	Yes
		Participation (2)	Yes
		Provision (1)	Yes
4.3	3	Participation (3)	Yes
4.4	3	Skills (2)	Yes (4.4.1); Yes (4.4.2)
		Output (1)	Yes (4.4.3)
4.5	Parity indexes Distributions		Yes for GPIs and for some others disparities dimensions
	4	Policy	Yes (4.5.4); Yes (4.5.5)
4.6	3	Skills (2)	Yes (4.6.1); Yes (4.6.2)
		Participation (1)	Yes (4.6.3)
4.7	5	Provision (1)	
		Knowledge (4)	Yes (4.7.4); Yes (4.7.5)
4.a	5	School resources (3) and environment (2)	Yes (4.a.1); Yes (4.a.2)
4.b	2	Scholarships (2)	Yes (4.b.1)
4.c	7	Teachers (7)	Yes for all
TOTAL	43		35 (24)

# SDG data and indicators were presented visually in the UNESCO eAtlas for Education 2030

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

<http://www.uis.unesco.org/Education/Pages/sdg4-eatlas-launch.aspx>





## Training of national statisticians on SDG indicators

- UIS organized regional workshop in several regions to present and train on the SDG indicators
- These training were excellent opportunities to gather feedback and assess data availability

# Regional survey of country readiness to report SDGs

- National experts assessed their country's readiness to monitor SDG4 / Education 2030 indicators
  - 11 global indicators
  - 43 thematic indicators (including global indicators)
- Data were collected in 4 regions : Arab States, Asia and Pacific, Latin America and the Caribbean from January to April 2016

## Limitations in interpretation

- not an in-depth assessment but fit for purpose approach
- some indicators were still not well-defined – difficult for countries

# UIS annual education data collection and release calendar

- Regular survey launched in January-February
- Joint UNESCO-OECD-Eurostat data collection in June
- Two annual data releases: In June and in November

## **Next steps: what is required to improve thematic reporting for the SDGs**

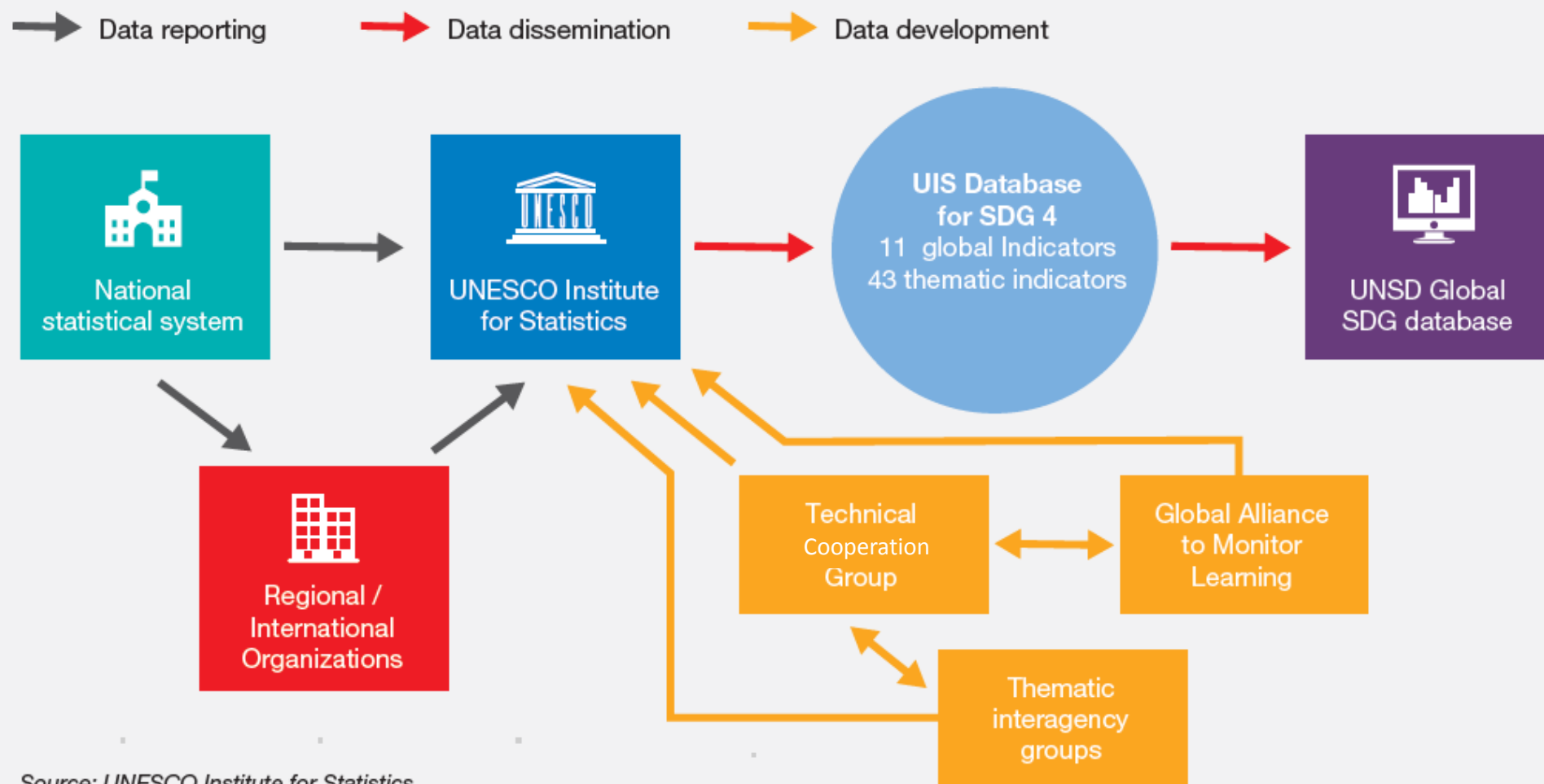
- Align UIS data collection instruments with SDG 4 monitoring need- this will be done starting from 2017 survey round
- Identify problems in data coverage of Tier I indicators - take actions to improve national reporting
- Improve data coverage for Tier II indicators - move to Tier I in 2017 where possible (should be the rule not the exception)
- Develop methodologies for Tier III indicators

## **Next steps:** 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

Source: UNESCO Institute for Statistics, 2016

# Flows of data reporting, dissemination and development



Source: UNESCO Institute for Statistics

**Thank you**

[www.uis.unesco.org](http://www.uis.unesco.org)

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