Reflections on research and SDG4

UIS Webinar: How can the research community contribute to measuring SDG 4?

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Partnerships and opportunities

• Office of Research – Innocenti
  • Links to UNICEF offices / Program Divisions
  • GAML
  • OECD / EC and HICs through the Report Card Series
  • Child and longitudinal survey coordinators groups (GLORI)

• UNICEF worldwide
  • Custodian / joint custodian roles (e.g. 4.2, 4.a; health, nutrition, gender etc.)
    • Developing comparative methodologies
  • Much research work ongoing across all areas of the SDGs
    • ECDI (MICS – age coverage 2-4; health component!); Learning (MICS)

• Focus on research contributions from OOR researchers in three areas
Some lessons from recent and ongoing research contributions

• Innocenti Report Card 14: *Sustainable Development for Children in High-Income Countries*
  • Bring the SDGs to the attention of HICs
  • Involved collating and validating data across 10 goals for 41 countries
  • Education covered 4.1 and 4.2: limitations abound

• Child well-being and education across the life-course
  • Meta analysis of longitudinal studies linking educational outcomes with other well-being outcomes

• Evaluating International Surveys of Children
  • Joint OECD / EC work to assess the suitability of existing child surveys to monitoring child well-being
## Innocenti Report Card 14

### Coverage of the goal
- Complex Tier III concepts yet to be defined (developmentally on track)
- No data for some concepts (transferable skills)

### Indicator limitations
- Lack of single source data
- Lack of consistent country coverage
- Annual updates are not possible

### Children are missing
- Children with disabilities / indigenous groups?
- All before we get to the questions of prioritization and policy options

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>Indicators</th>
<th>How it differs?</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Ensure inclusive and equitable quality education for all</td>
<td>4.1</td>
<td>15-year-old students achieving baseline proficiency across reading, mathematics and science (%)</td>
<td>Official SDG indicator covering 15 year olds (inc. science)</td>
<td>PISA</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td>Participation rate in organized learning (one year before official primary entry age)</td>
<td>Official SDG indicator</td>
<td>Eurostat / national sources</td>
</tr>
</tbody>
</table>
‘All’ child surveys? … and other concerns…

Less able students are not completing important contextual information for analysis in PISA

Life course study: complementarities in social goals

<table>
<thead>
<tr>
<th>Determinants of education</th>
<th>Average age of the children studied</th>
<th>Number of cases</th>
<th>% signif.</th>
<th>Sig. only variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>4.9%</td>
<td>142</td>
<td>49%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Material</td>
<td>6.2%</td>
<td>64</td>
<td>50%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Risk</td>
<td>10.5%</td>
<td>53</td>
<td>68%</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>10.2%</td>
<td>99</td>
<td>76%</td>
<td>12.4%</td>
</tr>
<tr>
<td><strong>Outcomes from education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk</td>
<td>1.0%</td>
<td>25</td>
<td>68%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Relationships</td>
<td>27.0%</td>
<td>1</td>
<td>100%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Material</td>
<td>6.3%</td>
<td>21</td>
<td>71%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Health</td>
<td>1.9%</td>
<td>14</td>
<td>50%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Researchers: how to measure and how to respond

- The what has been decided!

- Quality research and research to promote quality
  - Survey methodologies, techniques for secondary data analysis
  - Indicator development is not without complexities

- Responding: The dynamics of social progress
  - Across the life course
  - Across sectors

- Diminish the risk associated with target-setting (Goodhart’s law)
  - Equity and policy (trade-offs etc.; crowding-out / competing resources)
Thanks!

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