

From defining to implementing the SDG 4 – Education 2030 indicators

SDG 4 DATA WEBINAR SERIES



Equity in learning: Leaving no one behind in the SDG 4 monitoring agenda

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Presenter: Pauline Rose, Cambridge University

Panelists: Ian Attfield, DFID
 Carina Omoeva, FHI 360
 Oren Pizmony-Levy, Columbia University
 Barbara Zeus, UNHCR

As global declarations constantly refer to monitoring the situation of the most vulnerable, we are quite far from having a comprehensive global picture of who is excluded from education, what mechanisms are leading to inequitable education systems and how we ensure that our monitoring frameworks and education indicators act as catalysts and appropriate pointers towards truly equitable and inclusive education systems.

Pauline Rose spoke about the challenges ahead and how the global education community can address them. She highlighted the reasons why we should measure equity in education, questioned the global capacity to do it and introduced some key international initiatives that are working towards addressing the issue of monitoring equity for the SDG agenda.

Pauline's keynote was followed by 4 interventions around two critical issues. The first issue is the contribution of research to shaping the global agenda and Carina Omoeva presented some key messages from a recent study by FHI 360 on the research landscape and the measurement of equity in education.

The second critical issue addressed was about the specific population groups that, although they can fully qualify as being vulnerable, are currently completely absent from the global statistical picture in education. Ian Attfield talked about monitoring education for children and youth with disabilities, Oren Pizomny-Levy introduced the issues faced when monitoring the educational situation of the LGBTQI community, and Barbara Zeus discussed issues related to children in conflict-affected situations and more precisely refugee children.

Some questions posed by webinar attendees were answered by the panellists during the webinar. A few questions that remained unanswered due to time constraints are addressed below.

- I'm curious about the possibility of indicators on things like sense of belonging and security of school environment mentioned. Seems like it would be easier to understand qualitatively but tough with quantitative data. **Are there resources for indicators on these tough to measure indicators?**

Indeed these concepts are complex and context-sensitive, but there are ways to measure them. One way is to use available scales such as: Goodenow C. (1993). The psychological sense of school membership among adolescents: scale development and educational correlates. *Psychology in the Schools*, 30(1), 79-90.

[TIMSS Student Questionnaire](#) includes six items on school safety: a) I was made fun of or called names; b) I was left out of games or activities by other students; c) Someone spread lies about me; d) Something was stolen from me; e) I was hit or hurt by other student(s) (e.g. shoving, hitting, kicking); f) I was made to do things I didn't want to do by other students.

Another approach used in the past is to ask open-ended questions and then to code for common themes.

- How do we go beyond parity in measuring gender equality in education?**

In addition to parity, you might want to measure students' attitudes toward gender roles, women rights, and equality. Examples for items are available in the [International Civic and Citizenship Education Study 2009](#).

- I there a particular age/grade level when bullying/exclusion toward LGBTQI in the US spikes, and if yes, what types of programmes might work to mitigate the bullying?**

LGBTQI students in middle school face more bullying and harassment than their high school peers. NGOs such as GLSEN (www.glsen.org) would be a good place to look for programmes and other materials.

- I am interested in Inclusive education. **What resources can you recommend??**

In terms of resources around inclusive education, the [Next Frontier movement](#) has a lot of good materials, although tends to focus on well resourced, high income environments. The UIS publication [Towards Inclusive Education for Children with Disabilities: A Guideline](#) is also a good practical starting point resource.