



The SDG Global and Thematic Education Indicator Frameworks

Upcoming challenges for national statisticians

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OUTLINE

- ❑ Education in the global agenda
- ❑ Global vs Thematic monitoring framework
- ❑ Key challenges for national statisticians
- ❑ Next steps

EDUCATION IN THE GLOBAL AGENDA



Sustainable Development Goal 4

Goal 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Outcome Targets [7]

- 4.1 Quality primary/secondary education for all
- 4.2 Early childhood & pre-primary education
- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
- 4.6 Youth and adult literacy
- 4.7 Global citizenship education for sustainability

Means of implementation [3]

- 4.a Safe & inclusive learning environments
- 4.b Scholarships for higher education
- 4.c Teachers' training and working conditions

Education targets/indicators within other SDGs



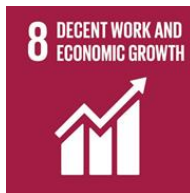
Health and Well-being

Target 3.7: By 2030, ensure universal access to sexual and reproductive health -care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes



Gender Equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training



Responsible Consumption & Production

Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature



Climate Change Mitigation

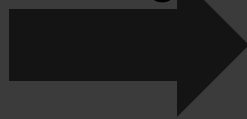
Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

Goals, Targets, Indicators

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

“Sustainable Development Goal indicators should be disaggregated, where relevant, by income, sex, age, race, ethnicity, migratory status, disability and geographic location, or other characteristics”

Monitoring



4.1.1 Proportion of children and young people:
(a) in grades 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 and (ii) mathematics, by sex

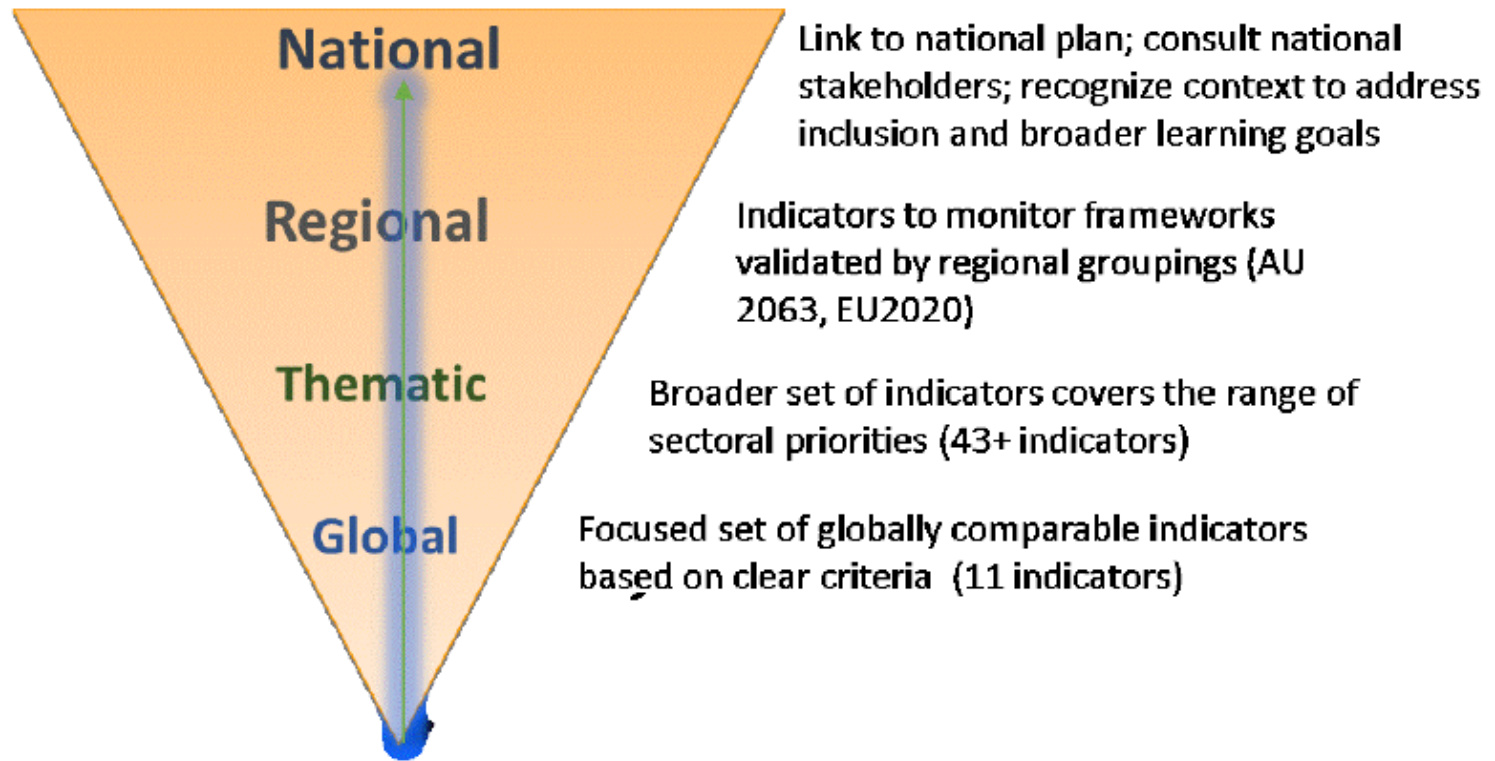
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Monitoring



4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

GLOBAL vs THEMATIC MONITORING



11 Global indicators [obligatory]:

Minimum set of internationally-comparable indicators that countries are expected to report on at the global level. (Developed by UN Inter-Agency and Expert Group, IAEG-SDGs)

43 Thematic indicators [optional]:

A more comprehensive set of internationally-comparable indicators that countries may use to report on progress toward SDG4 at the global level. (Developed by UNESCO Technical Cooperation Group, TCG)

Regional and national indicators:

Regional indicators: Specific indicators, common to countries within a specific region, may also be developed to collectively monitor and report on progress.

National indicators: Monitoring at country level will also include context-specific indicators essential for monitoring and regulating national educational development

Technical developments of both monitoring frameworks include several stakeholders

Global track: Led by UN Member States

Technical lead: Interagency expert group for the Sustainable Development Goals (IAEG-SDGs)

Last meeting: Nov 15-18, Geneva

Adoption of global indicator framework

Thematic track: Led by Education 2030 Steering Committee

Technical lead: Technical Cooperation Group (TCG)

Last meeting : Oct 26-28, Madrid

Aligns work to results of the global track and further develops thematic indicators

Countries are at the heart of the process to define SDG monitoring

- SDG Agenda Setting
 - Global Monitoring
 - Political Level: UNGA
 - Global Framework: IAEG-SDG (28 countries – Fiji and Samoa for Pacific) define, refine and revise list of indicators)
 - Thematic Monitoring
 - Participate in the Technical Cooperation Group for SDG 4-Education 2030 (TCG) in defining the thematic set
 - Member of the EFA SC and the Education 2030 SC
 - Regional Monitoring

Countries are at the heart of the process to define SDG monitoring

- SDG Implementation of data production, collection, reporting and sharing
 - All countries represent by the MS of the UNSC that approves principles and guidelines for the Statistical Activities
 - All countries represented by the MS in the HLPF
 - Produce, report and validate data to be published with UIS/ /UOE (OECD/Eurostat)
 - Produce data in the extended UN Statistical Programmes (OECD, UNICEF, WBG, etc.)
 - Participate in the Technical Cooperation group that define implementation issues related to the SDG agenda

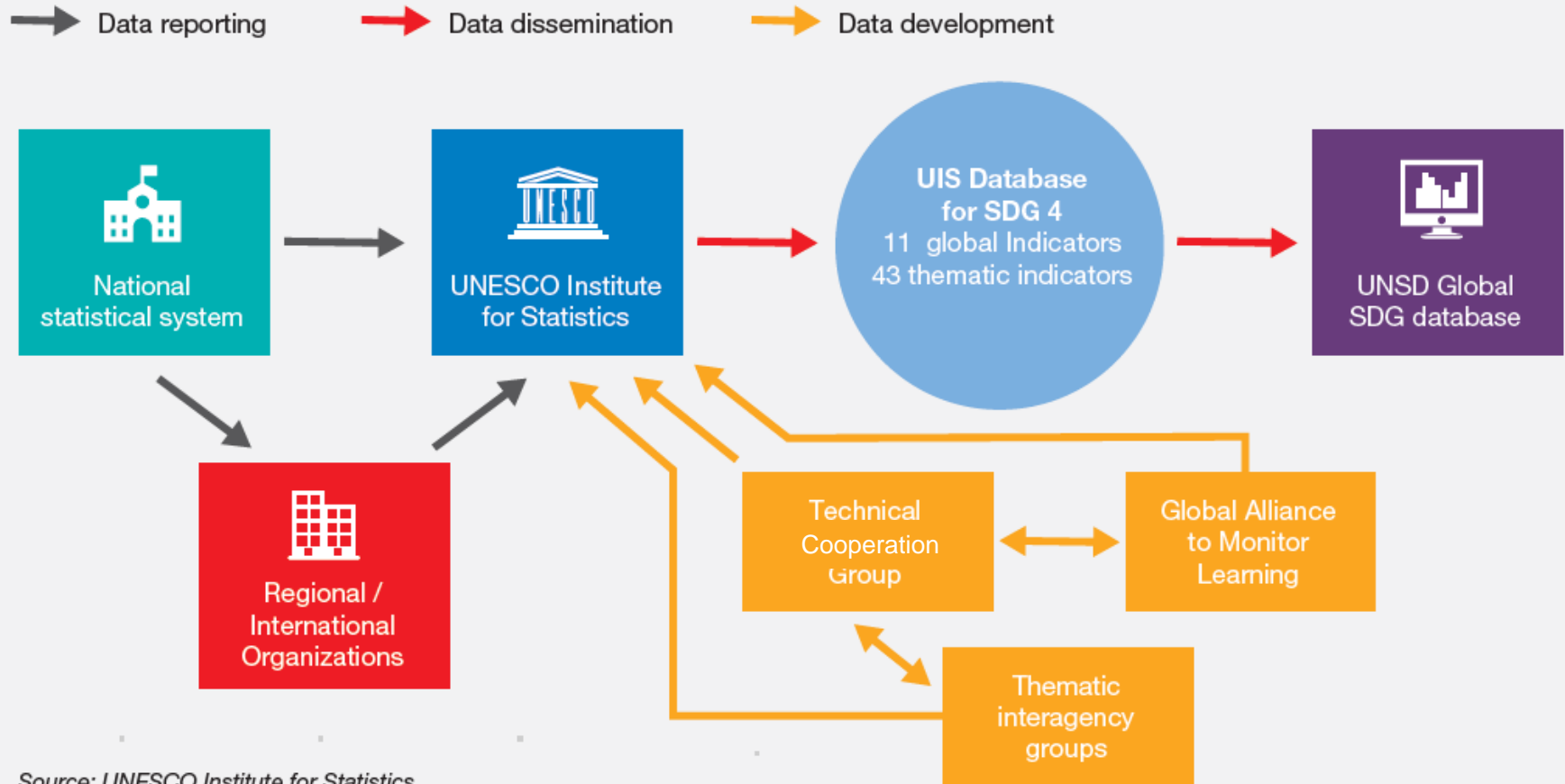
Key principles and guidelines for country reporting

- ❑ Data for SDG indicators need to be primarily based on data produced by national statistical systems
- ❑ Need to maximise international comparability and time trends consistency in data produced at international level
- ❑ Need of national coordination to produce data reported from national to international level
- ❑ Data collection from national to international level should primarily be based on existing reporting mechanisms to avoid duplication
- ❑ International data need to be properly sourced

Key principles and guidelines for country reporting

- ❑ All international data should comply with methodological international standards and with Fund. Principles of Official Statistics
- ❑ International agencies should ensure coordination so that only one data value is internationally reported for each data point
- ❑ National and international agencies need to report data jointly with clear and comprehensive metadata
- ❑ Guidelines need to be produced when national data can be adjusted or estimated, including on the technical consultation process with countries

Flows of data reporting, dissemination and development



Source: UNESCO Institute for Statistics

KEY CHALLENGES FOR NATIONAL STATISTICIANS

Increased workload

New methodologies and data sources
to master

Limited resources

Establishing Priorities and identifying Issues: Classification of indicators into 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.”*

Conceptually clear: all concepts included in the definition of the indicator have either an internationally agreed upon definition or are well-defined in global practices of the education community

Established methodology and standards: methodology to calculate the indicator is among the best practices in the education community and has a track record of uses at the international level. Standards used in the indicator definition and calculation are either internationally agreed upon or are well-defined in global practices of the education community.

Regular production (and coverage): the indicator can be produced with a reasonable periodicity for a sufficient number of countries

Establishing Priorities and identifying Issues: Classification of indicators into Tiers

	Tiers		
	I	II	III
Global indicators	3	4	4
Thematic indicators	17	8	7
Total	20	12	11

Examples of Tier classification

Primary and secondary education	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes		For monitoring in 2017	Requires further development
Learning	4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	YES	YES
			TIER II Indicators	
	4.1.2	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	YES	
Completion	4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)	YES	
	4.1.4	Completion rate (primary education, lower secondary education, upper secondary education)	YES	
Participation	4.1.5	Out-of-school rate (primary education, lower secondary education, upper secondary education)	YES	
	4.1.6	Percentage of children over-age for grade (primary education, lower secondary education)	YES	
Provision	4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	YES	
			TIER I Indicators	

Examples of Tier classification

			For monitoring in 2017	Requires further development
Global Citizenship	Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development			
Provision	4.7.1	Extent 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	YES	YES
	4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	NO	YES
	4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	NO	YES
Knowledge	4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	NO	YES
	4.7.5	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	NO	YES

TIER III Indicators

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

- ❑ 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
- ❑ UIS to discuss SDG4 work plans with countries that start from regional survey results and link into the country guidelines and a set of tools for working with countries

Global support to SDG reporting

The TCG will create a series of working groups, chaired by Member States, in three crucial areas.

Methodological and data availability issues related to the thematic indicators that need further development (Tier III indicators).

Indicators related to learning outcomes through the Global Alliance to Monitor Learning

Global support to SDG reporting

Capacity building,

Identify capacity issues at the global and national level to report specific indicators;

Develop methodological tools and resources for countries to 'take ownership' of the global and thematic indicators, understand data requirements, sources and calculations;

Inform countries about the processes used to collect data and produce indicators to ensure transparency and accountability; and

Develop mechanisms to help countries develop their own National Strategies for the Development of Education Statistics.

This week

Get your views on the SDG monitoring agenda, its consequences for national statisticians and support that is expected

Strengthen the education data science skills in the region to address the upcoming challenge

Present some key initiatives targeted at supporting statistical capacity in the region

Discuss alignment and opportunities between SDG and PEDF

Some resources

UIS data centre and SDG 4 repository

<http://data.uis.unesco.org/>

Technical Cooperation Group

<http://tcg.uis.unesco.org/>

Global Alliance to Monitor Learning

<http://uis.openplus.ca/gaml/>



Thank you!

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