

UNICEF

Office of Research - Innocenti

Reflections on research and SDG4

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

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unite for
children



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

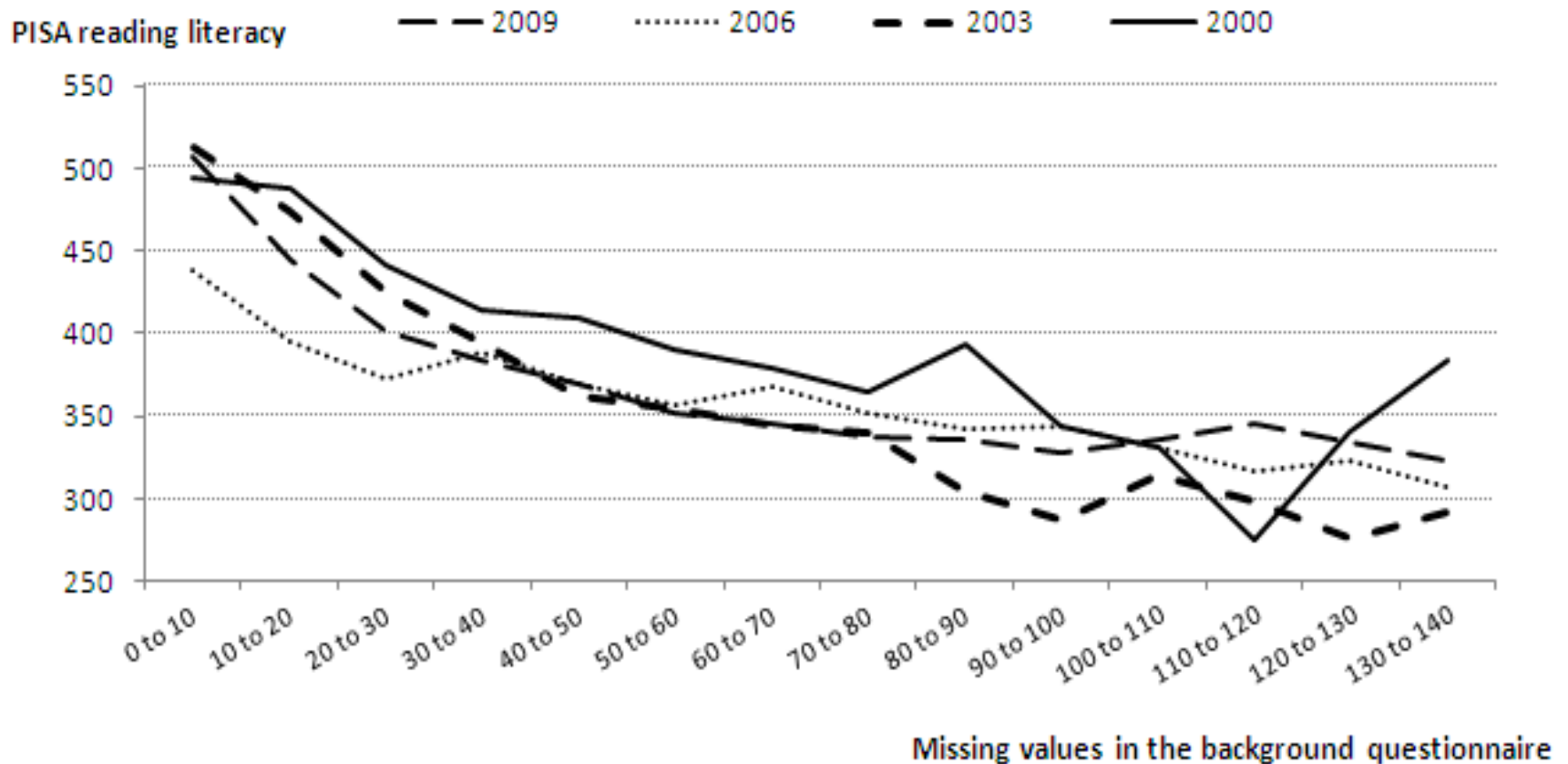
Innocenti Report Card 14

Goal	Target	Indicators	How it differs?	Source
4: Ensure inclusive and equitable quality education for all	4.1	15-year-old students achieving baseline proficiency across reading, mathematics and science (%)	Official SDG indicator covering 15 year olds (inc. science)	PISA
	4.2	Participation rate in organized learning (one year before official primary entry age)	Official SDG indicator	Eurostat / national sources

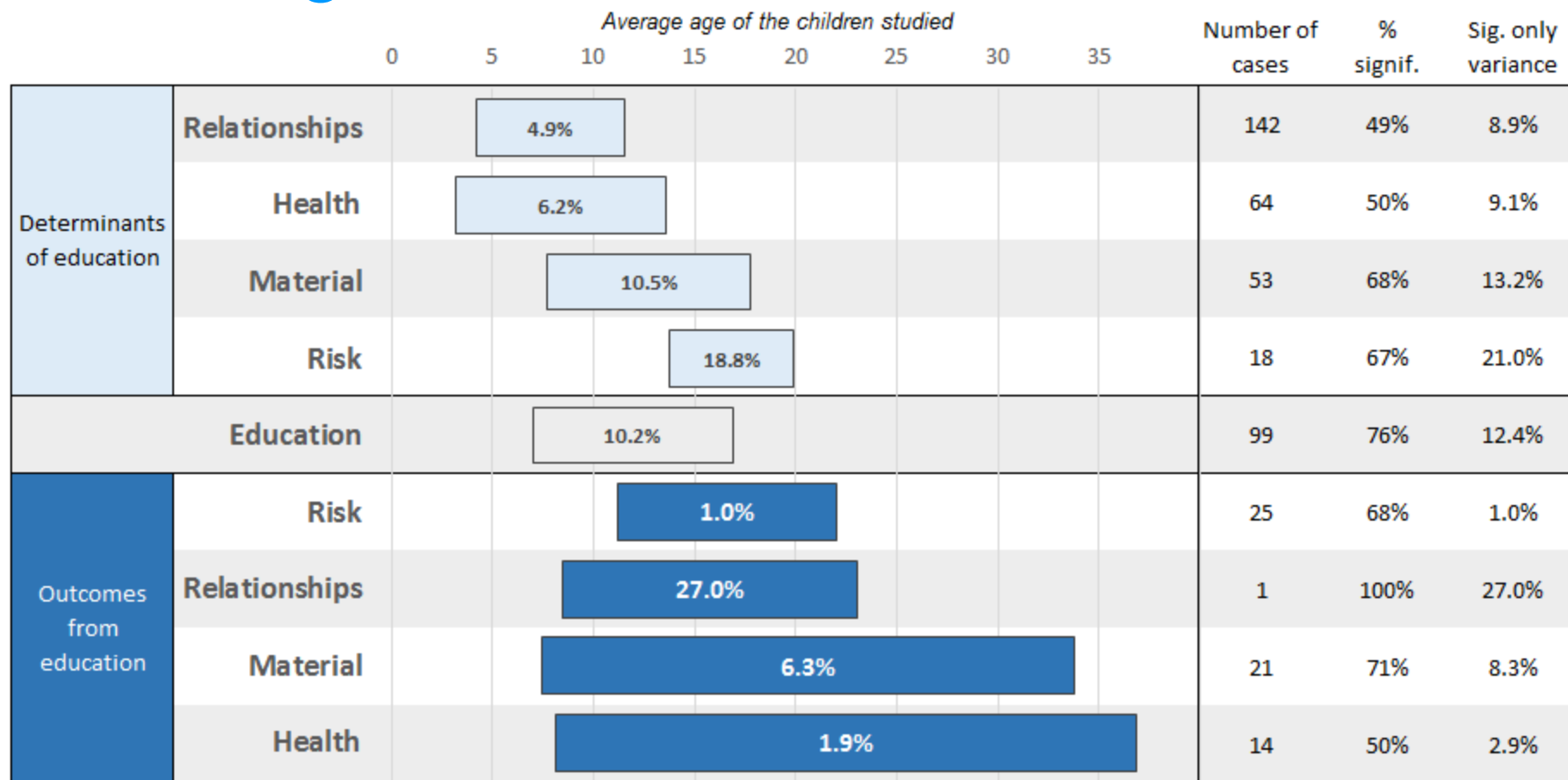
- Coverage of the goal
 - Complex Tier III concepts yet to be defined (developmentally on track)
 - No data for some concepts (transferable skills)
- Indicator limitations
 - Lack of single source data
 - Lack of consistent country coverage
 - Annual updates are not possible
- Children are missing (children with disabilities / indigenous groups?)
- All before we get to the questions of prioritization and policy options

'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



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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