


SUSTAINABLE
DEVELOPMENT
GOALS

Education from MDGs to SDGs

Talal El Hourani, UNESCO Institute for Statistics

The impact of post-2015 development agenda on education statistics. Ankara, Turkey. 29-30 November 2016

Overview

Education in the MDGs: The progress made

Defining SDG4 indicator frameworks

- Education in the SDGs
- SDG4 vs MDG2
- Levels of monitoring
- The defining process

Implementing SDG4 indicator frameworks

- Key platforms for advancing the SDG measurement agenda
- Countries readiness to monitor SDG4: Results of regional surveys
- Major data issues
- Recommendations



Education in the MDGs



2 ACHIEVE UNIVERSAL PRIMARY EDUCATION

- Target 2.A:

Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- Indicators:

2.1 Net enrolment rate (adjusted) in primary education

2.2 Proportion of pupils starting grade 1 who reach last grade of primary

2.3 Youth literacy rate

Education in the MDGs



PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

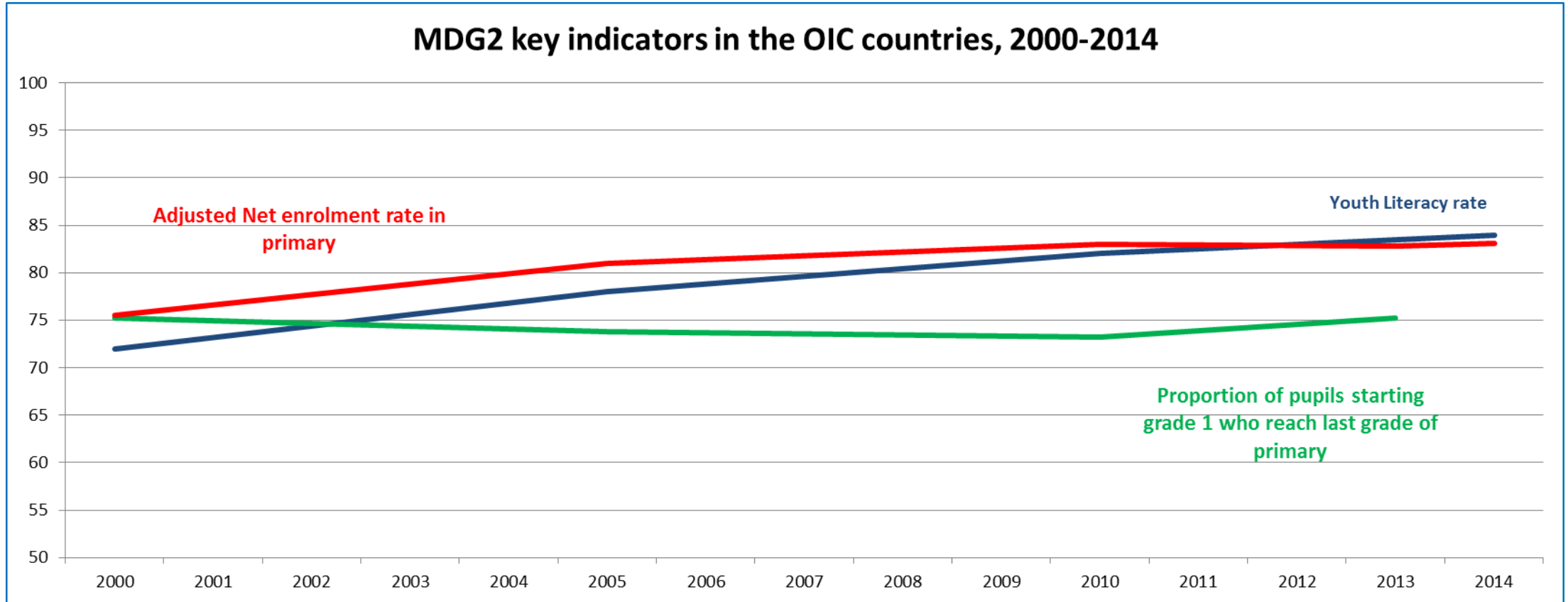
- Target 3.A:

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

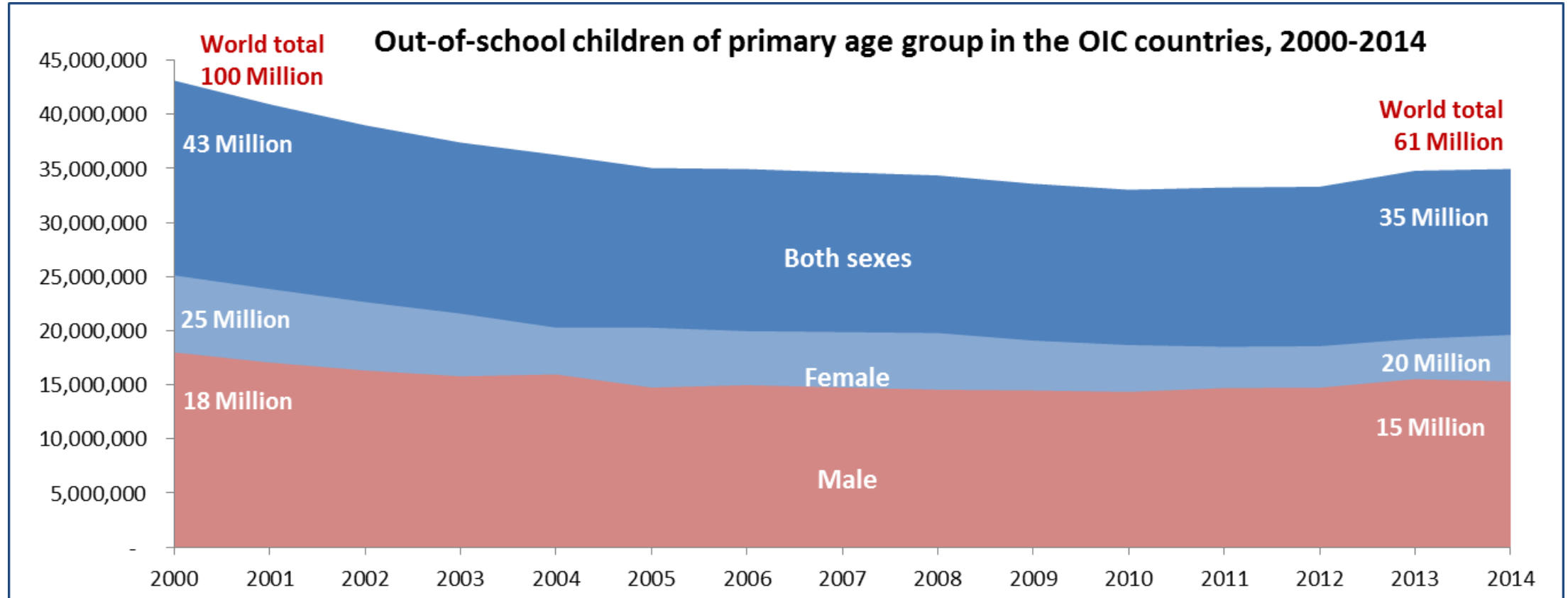
- Indicators:

3.1 Ratios of girls to boys in primary, secondary and tertiary education (Gender Parity Index of gross enrolment ratio in primary, secondary and tertiary)

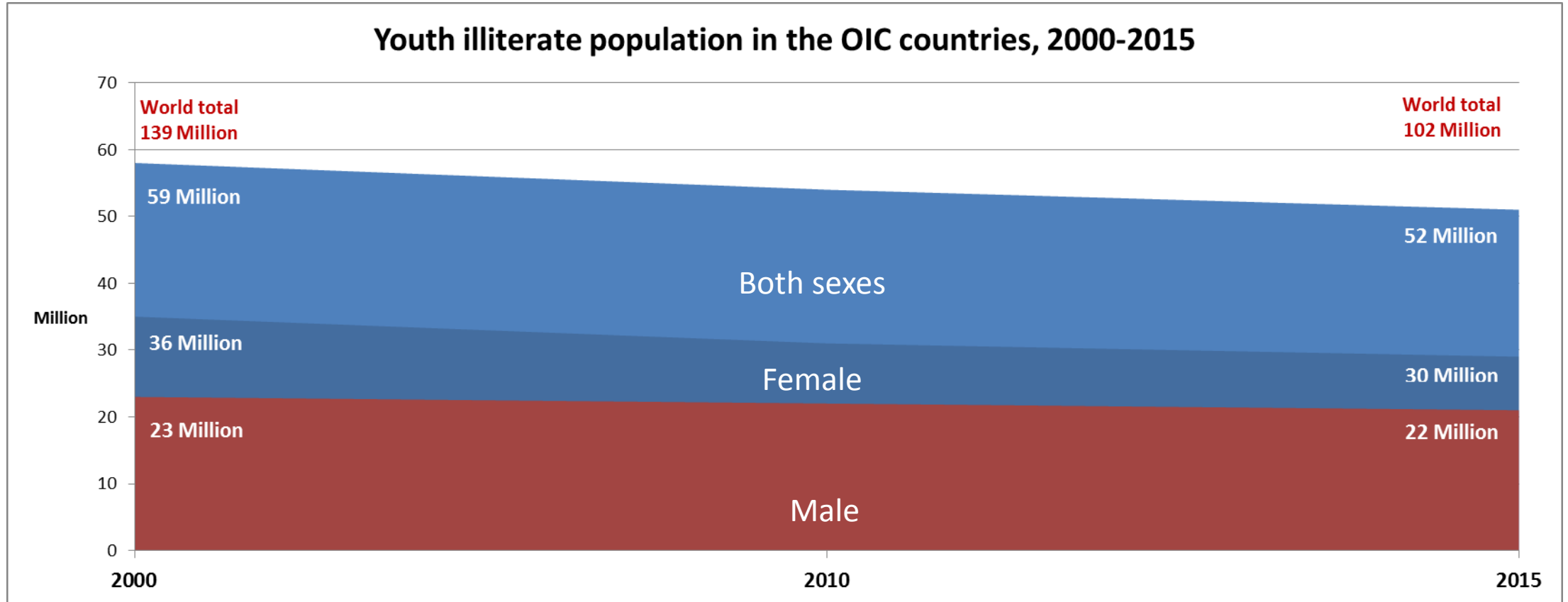
MDG2: The progress made



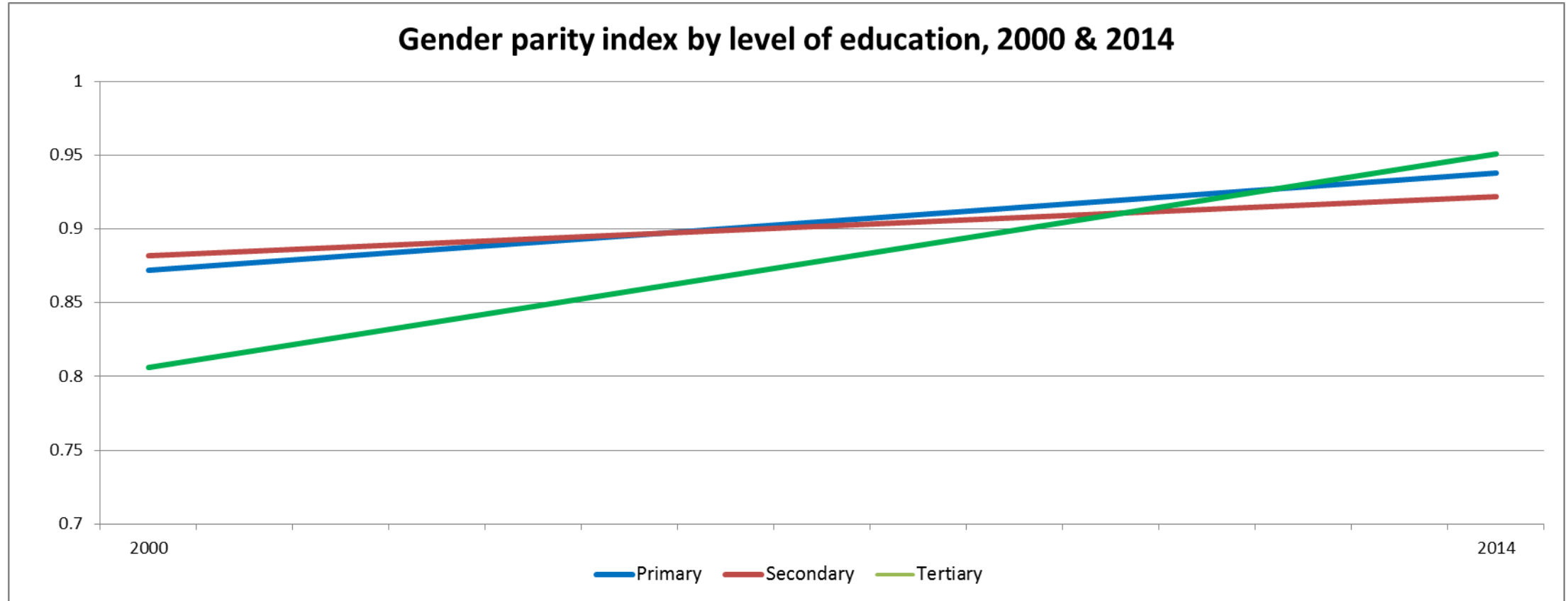
MDG2: The progress made



MDG2: The progress made



MDG3: The progress made



Education in the SDGs



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



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

- Indicator 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

Education in the SDGs



Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

- Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex



Target 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

- Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Education in the SDGs



Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

Education in the SDGs



Target 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

- Indicator 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

Education in the SDGs



Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

- Indicator 4.6.1: Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex



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

- Indicator 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

Education in the SDGs



Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

- Indicator 4.a.1: Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes



Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries

- Indicator 4.b.1: Volume of official development assistance flows for scholarships by sector and type of study

Education in the SDGs

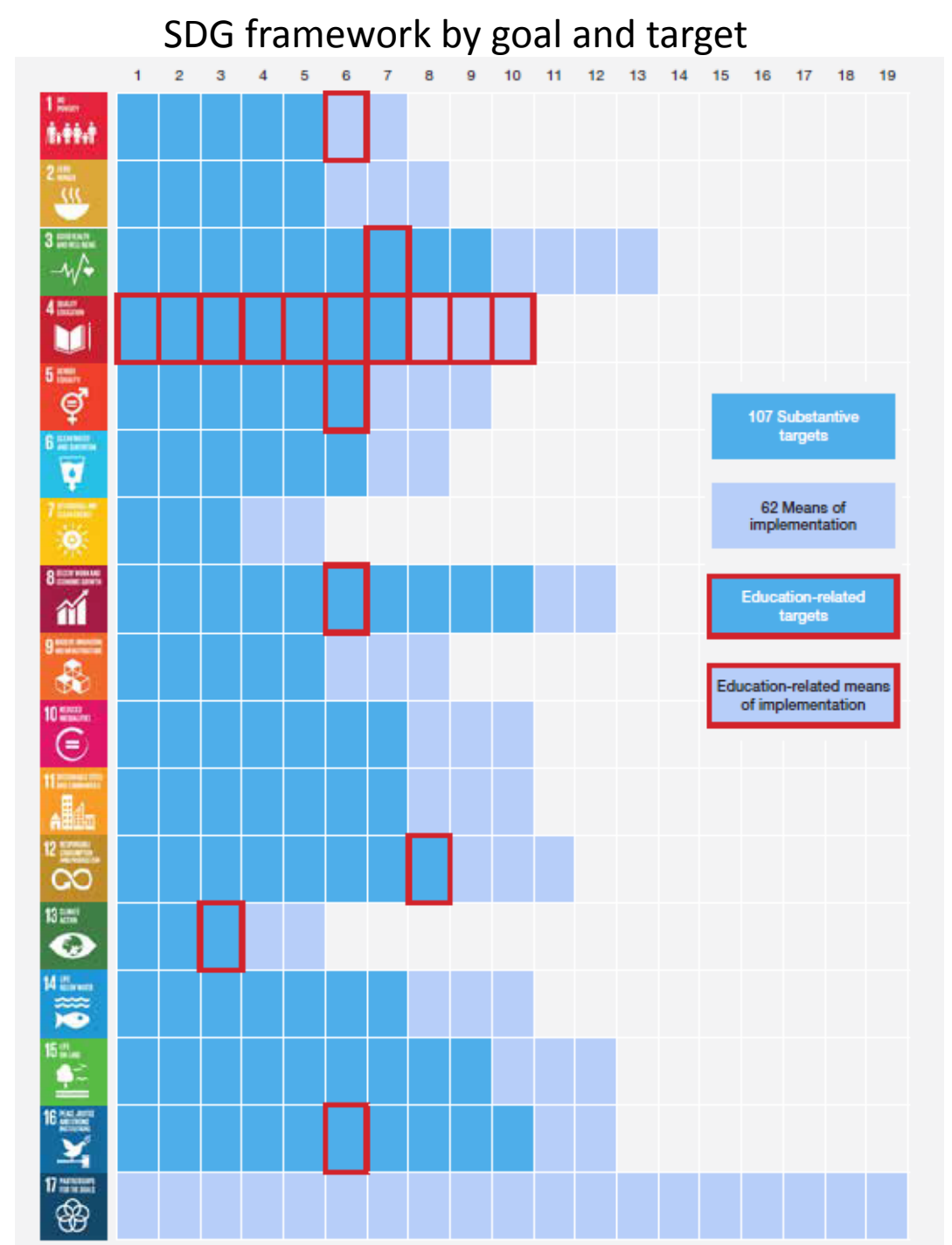


Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

- Indicator 4.c.1: Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex

Education in the SDGs

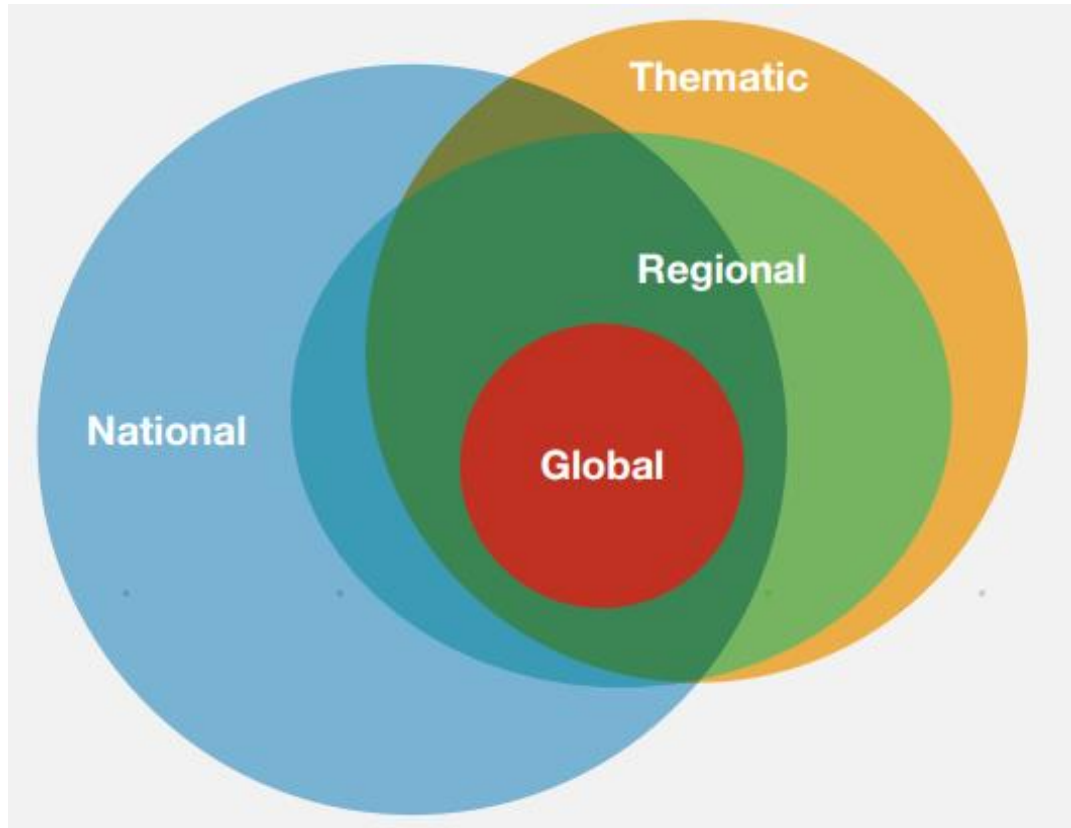
- SDGs include 17 goals, 169 targets and 229 indicators
- The education goal - SDG 4 - has 7 targets and 3 means of implementation
- Education has implications across the entire SDG agenda, and is included in other targets:
 1. Ending poverty
 3. Health
 5. Gender equality
 8. Decent work
 12. Responsible consumption
 13. Climate change
 16. Peace, justice, strong institutions



The education goal from MDGs to SDGs

2000-2015	Duration of compact	2015-2030
International agencies	Who defined indicators?	Member states
Universal primary completion	Key concepts to measure	Quality and equity of life-long learning
Sex	Key equity concept	Age, sex, location, wealth et al
1 (plus gender parity)	How many education targets?	10
3	How many education indicators?	11 (plus disaggregation)

Levels of SDG monitoring



Source: UNSG, 2015

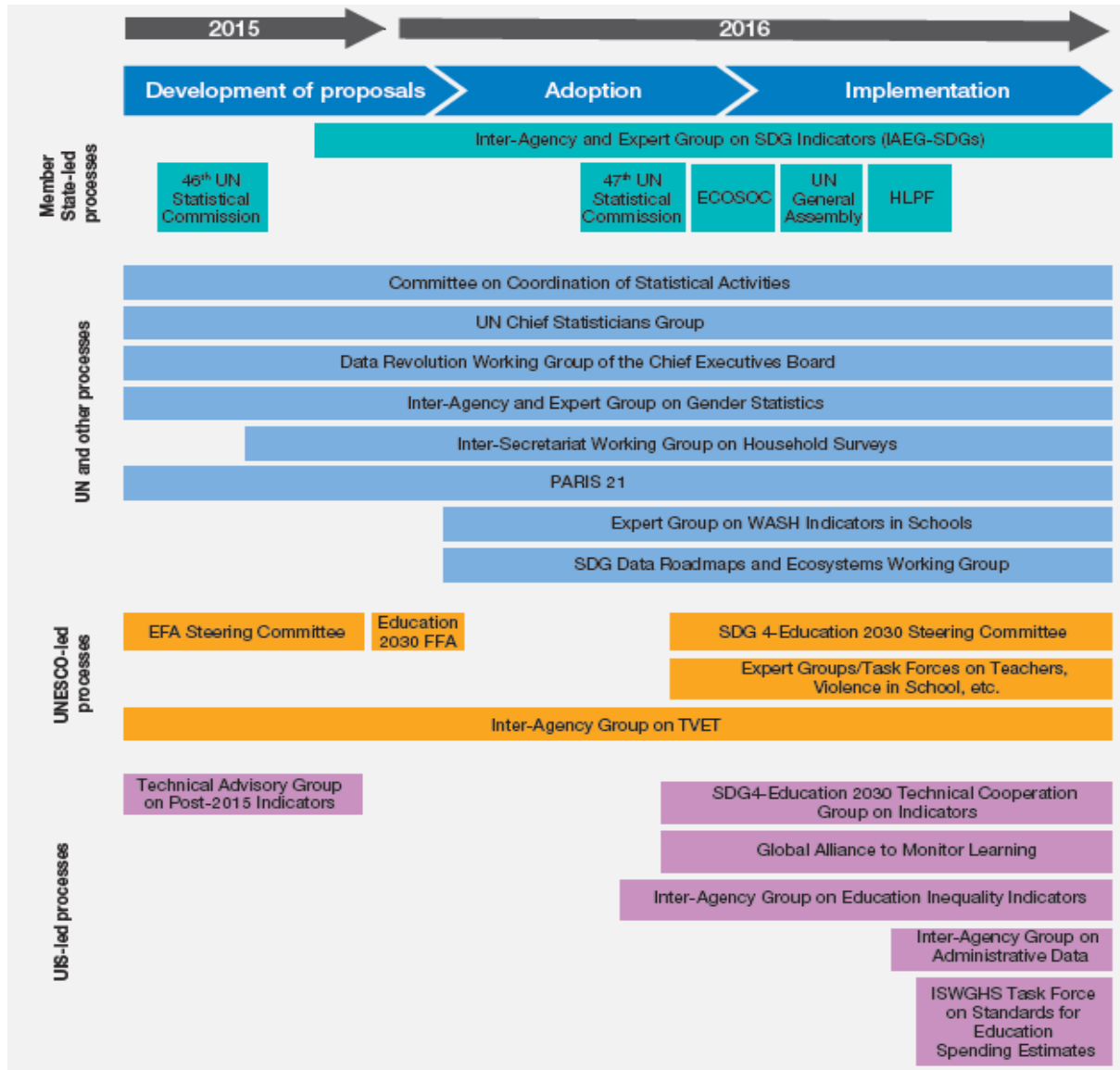
National: indicators that monitor nationally relevant education issues

Regional: indicators that monitor regionally relevant education issues

Thematic: indicators to cover education policy issues more comprehensively (43+ indicators)

Global: small set of leading indicators part of larger global framework (11+ indicators)

Indicator frameworks: tracks and players



Global track: Led by UN member states
Technical lead: Interagency Expert Group for the Sustainable Development Goals (IAEG-SDGs)

Last meeting: 15-18 Nov., Geneva
Finalized a refined list of global indicators

Thematic track: Led by Education 2030 Steering Committee

Technical lead: Technical Cooperation Group (TCG)

Last meeting: Oct 26-28, Madrid
Approved a set of basic indicators (29) to monitor progress towards SDG 4 in 2017

Defining SDG4 indicators: the global track

- IAEG-SDG submitted proposal for 11 global indicators to UN statistical Commission (UNSC) (February 2016)
- 47th Session of UNSC approved IAEG report
- ECOSOC noted the decisions regarding the indicator framework made by UNSC (June 2016)
- Adoption of global indicators in 2017

Defining SDG4 indicators: the thematic track

- March 2014-May 2015: proposal for **43 thematic indicators** developed and incorporated in the Framework for Action at the World Education Forum.
- TAG/TCG expanded in 2015 to Member States and CSOs to further refine the framework
- New thematic indicators incorporated in Annex II of the E2030 FFA *as working draft*
- October 2016: TCG endorses a list of thematic indicators (29) that will be the basis for reporting progress on SDG4 in 2017

Global and thematic indicator frameworks

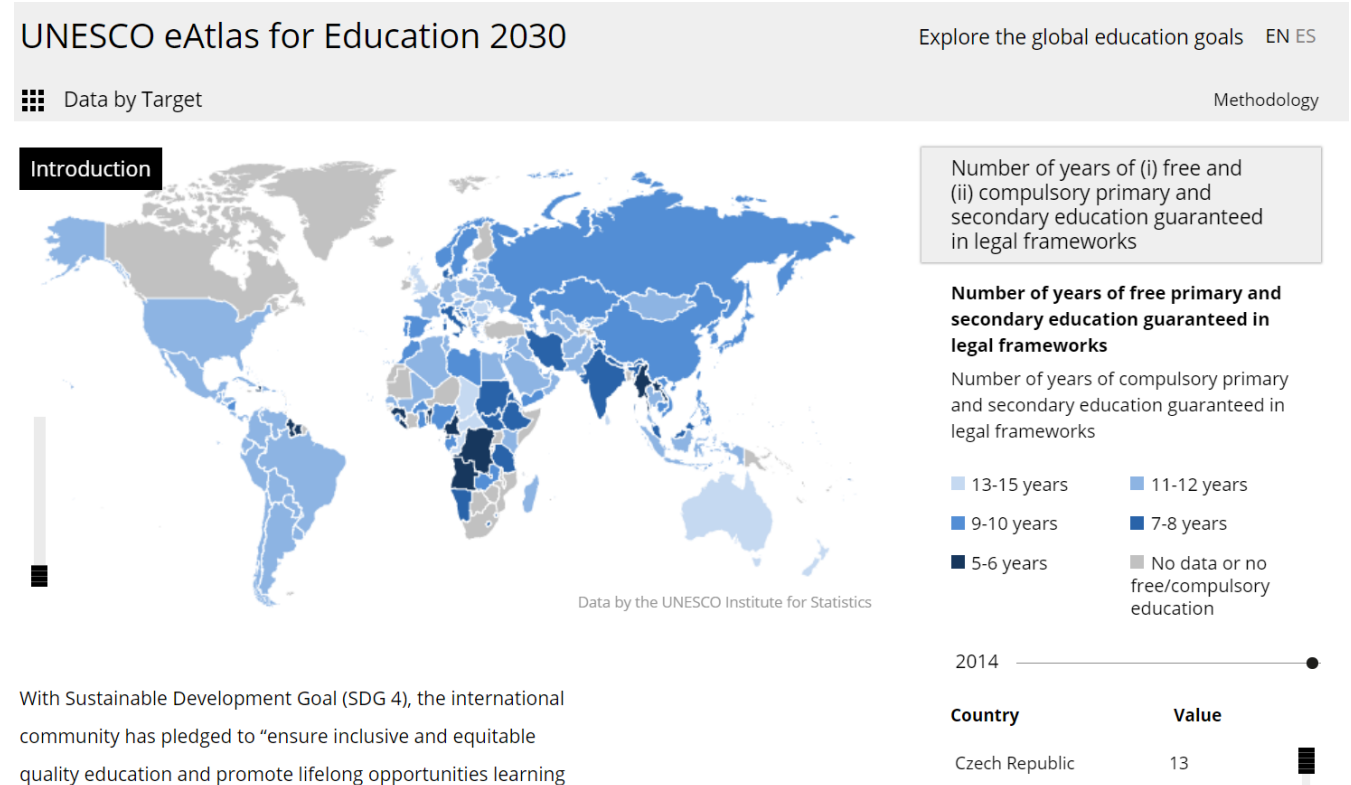
- Global indicators are the reference indicators for SDG4
- Thematic indicators serve as a:
 - framework to follow-up of progress on a comparable basis towards achieving SDG4 with a wider view on a range of sectoral priorities than the global framework;
 - menu to serve indicator frameworks for regional reviews and national monitoring (that could be broader). Thematic indicators are not compulsory for every region and country.

Current status of thematic indicators

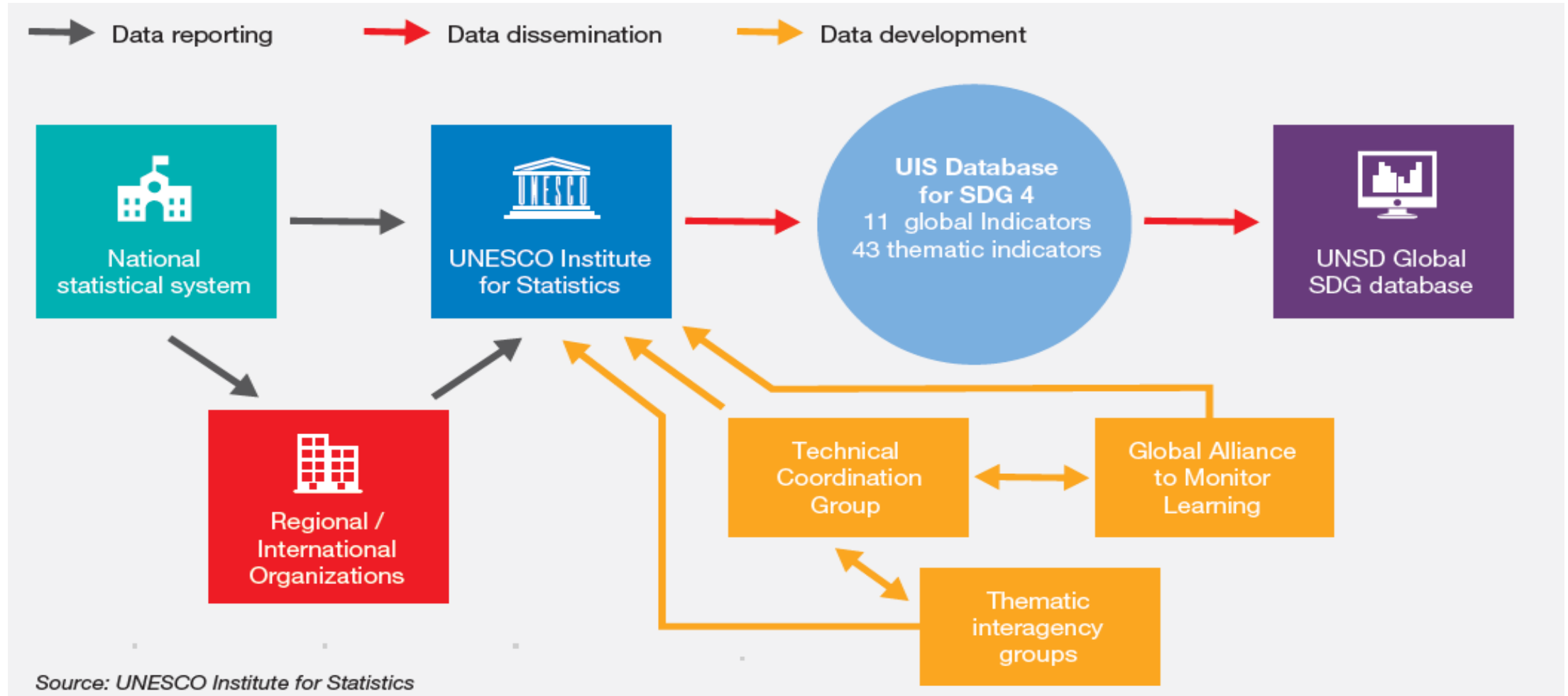
SDG 4 target	Total number of indicators	<i>Of which:</i>		Additional areas for development
		<i>For monitoring in 2017</i>	<i>Require further development</i>	
4.1	7	7	--	--
4.2	5	4	2	--
4.3	3	3	1	1
4.4	2	2	2	1
4.5	4 + Parity indices	3 + Parity indices	2	--
4.6	3	2	2	--
4.7	5	1	5	1
4.a	5	1	3	1
4.b	2	1	1	1
4.c	7	5	2	--
Total	43	29 + Parity indices	20	5

The thematic indicator framework

- For the full list of thematic indicators, definitions, methodologies and latest available data, visit:
<http://www.uis.unesco.org/Education/Pages/sdg4-eatlas-launch.aspx>



Reporting , dissemination and development



Advancing the SDG measurement agenda

Technical Cooperation Group (TCG)

What? TCG on the Indicators for SDG 4-Education 2030 recommends approaches and actions to develop the methodologies and improve data availability for thematic monitoring indicators

Who? Technical experts and representatives from 28 countries, civil society, international agencies and chaired by UIS and UNESCO ED/ESD

Recent action? Approved a set of basic indicators (29) to monitor progress towards SDG 4 in 2017

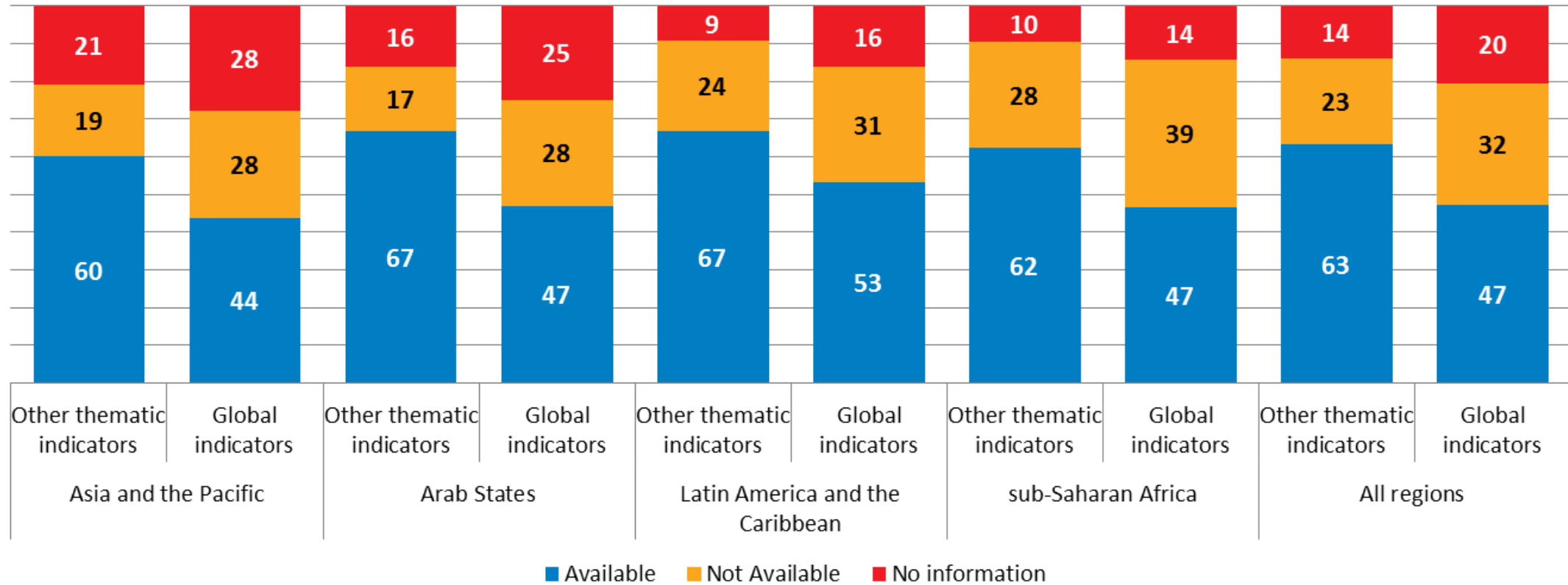
TCG members and observers

Multilateral agencies	UNESCO: UIS; UNESCO ED/ESC; GEMR World Bank, UNICEF; OECD; GPE
CSOs	Education International; Collective Consultation on NGOs
Member countries = IAEG countries (28)	Africa: Uganda, U.R. of Tanzania, Botswana, Cameroon, Cabo Verde, Senegal Arab States: Algeria, Bahrain, Egypt Asia and the Pacific: China, India, Kyrgyzstan, Philippines, Fiji, Samoa Europe and North America: Armenia, Canada, France, Germany, Netherlands, Russian Federation, Sweden, United Kingdom Latin America and the Caribbean: Brazil, Colombia, Cuba, Jamaica, Mexico
Observer countries = E2030 SC countries (14)	Africa: Benin, Kenya, Zambia Arab States: Morocco, Oman, Saudi Arabia Asia and the Pacific: Japan, Republic of Korea, Europe and North America: Belgium, Latvia, Norway, Ukraine Latin America and the Caribbean: Argentina, Bolivia

Are countries ready to monitor progress?

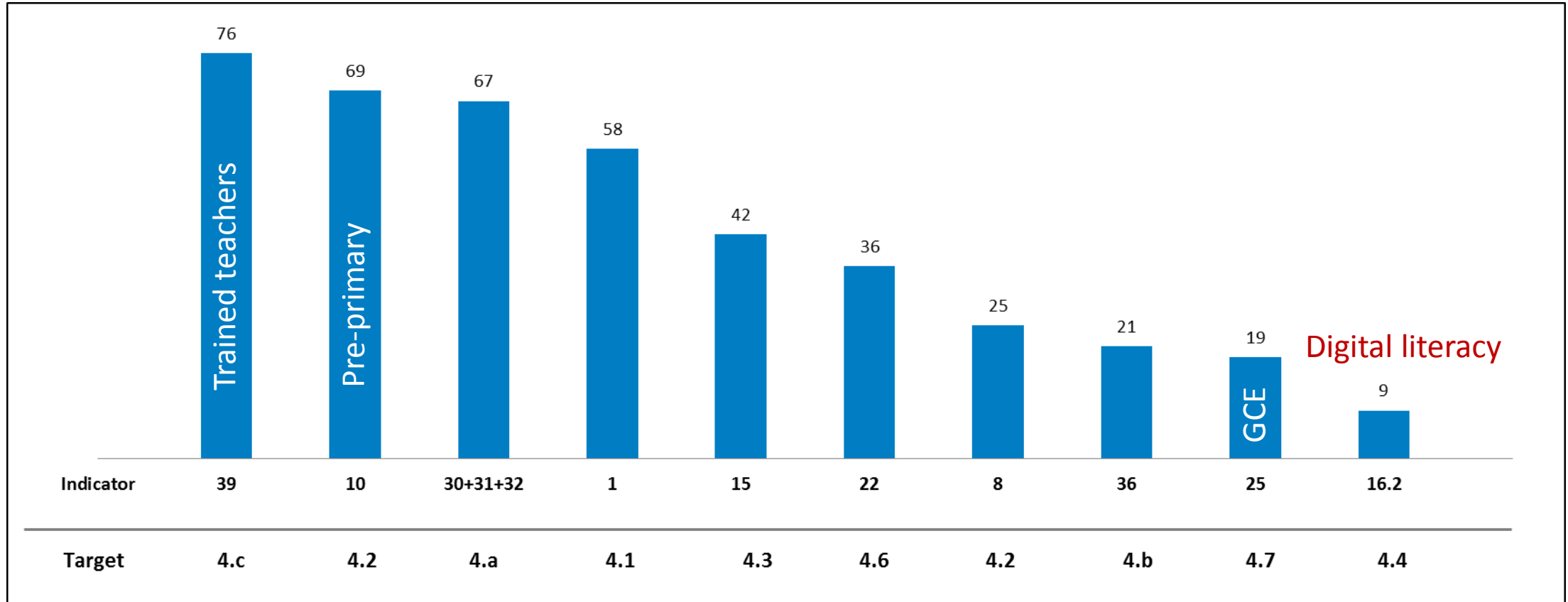
- National experts assessed their country's readiness to monitor SDG4 / Education 2030 indicators
 - 11 global indicators
 - 43 thematic indicators (including global indicators)
- Data were collected in 4 regions from January to April 2016. 125 countries out of 146 participated in the surveys (80%).
- Limitations in interpretation
 - Not an in-depth assessment but fit for purpose approach
 - Some indicators were still not well-defined – difficult for countries

SDG data availability by region



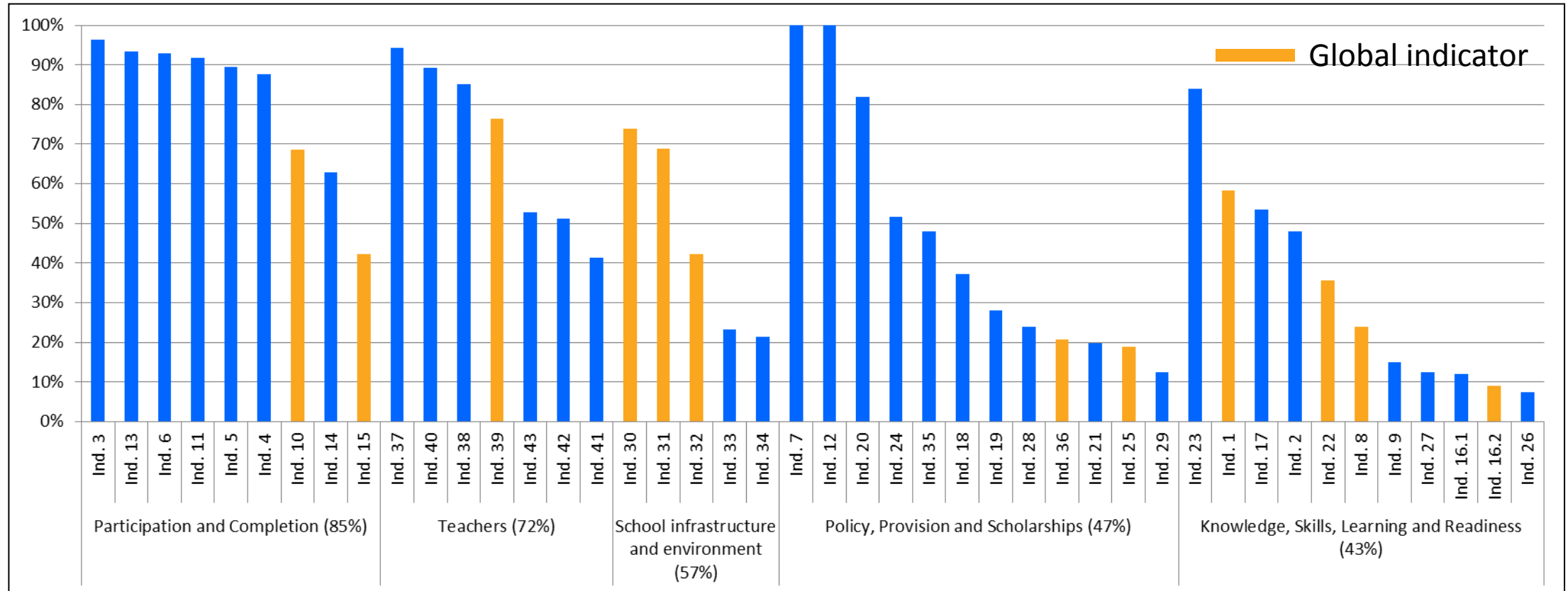
Source: UNESCO Institute for Statistics, 2016

Data availability by global indicator (in %)



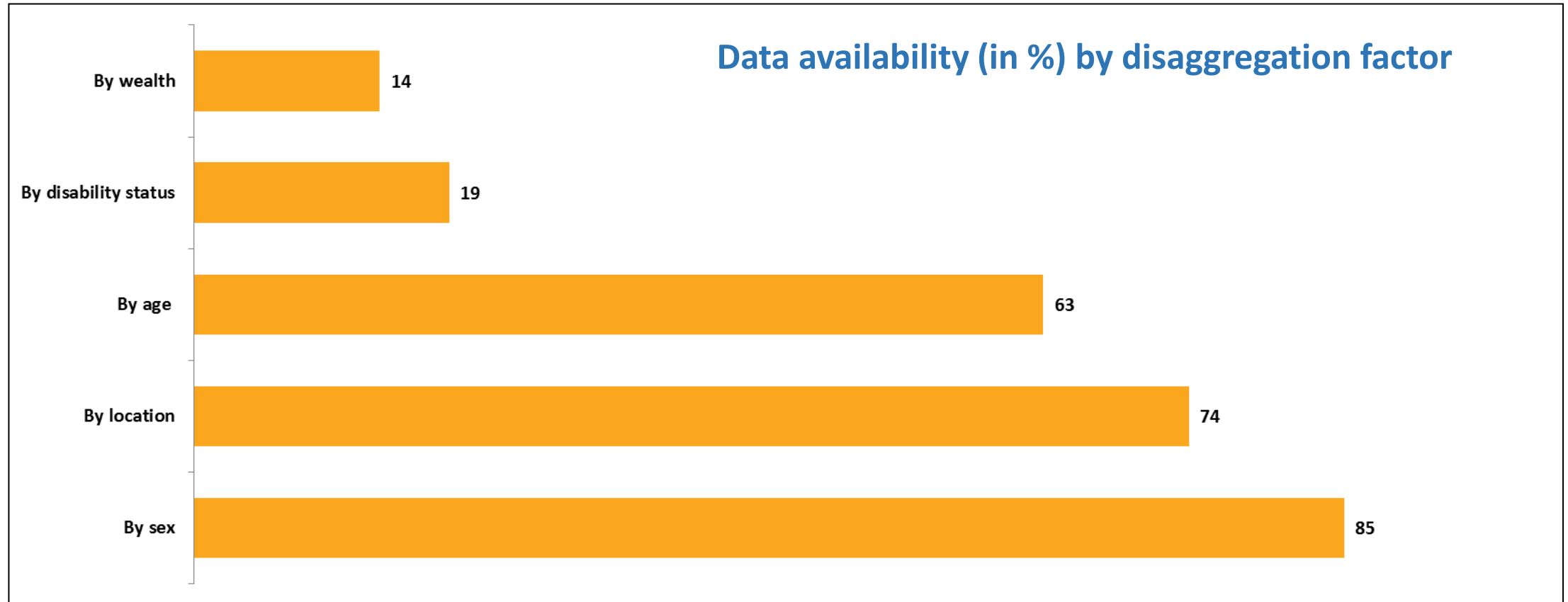
Source: UNESCO Institute for Statistics, 2016

Data availability by thematic indicator and concept (in %)



Source: UNESCO Institute for Statistics, 2016

Disaggregation is limited in some areas



Source: UNESCO Institute for Statistics, 2016

Availability of learning assessment data (%)

Reading	Grade 2 or 3	End of primary education	End of lower secondary education
Asia and the Pacific	47	50	42
Arab States	47	65	65
Latin America and the Caribbean	81	69	62
Sub-Saharan Africa	80	68	33
All regions	65	62	46
Mathematics	Grade 2 or 3	End of primary education	End of lower secondary education
Asia and the Pacific	42	58	47
Arab States	41	71	65
Latin America and the Caribbean	77	81	62
Sub-Saharan Africa	65	68	43
All regions	57	68	51

Source: UIS regional assessments of system readiness to monitor SDG 4, 2016

Major data issues in developing countries

- Administrative records (EMIS)
 - Fragmented systems and poor collaboration
 - Coverage by level, orientation and/or type of institutions (public/private)
 - Poor collaboration/synergy amongst information systems
 - Lack of common standards
 - Low level of disaggregated data compiled by basic individual characteristics
- Household surveys
 - Lack of harmonized data collection instruments
 - Rarely designed to reach marginalized populations
 - Little used by education planners and policymakers
 - Education is not a priority of the NSO's

Major data issues in developing countries

- Learning assessments
 - Purposes of learning assessments and national examinations
 - Limited measurement of skills of youth and adults
 - Assessments do not always coincide with the proposed grades for Target 4.1
 - Insufficient background characteristics

Recommendations

Countries may need to consider:

- establishing an institutional setting that brings together education data producers and users to ensure a more standardized and comprehensive coverage;
- assessing their Education Management Information Systems to identify data gaps, data quality, timeliness, and dissemination.
- assessing the ultimate use of these data for accurate decision making, sector diagnosis and planning, and proper monitoring of national and international agendas;
- the possibility to cover more individual characteristics in their data collection tools;
- investing in the measurement of youth and adult population skills, such as functional literacy and numeracy, and information and communication technology

For more information

- <http://www.uis.unesco.org/Education/Documents/uis-sdg4-digest-2016.PDF>
- <http://www.uis.unesco.org/EDUCATION/Pages/post-2015-indicators.aspx>
- <http://tcg.uis.unesco.org/>
- <http://uis.openplus.ca/gaml/>
- <http://www.tellmaps.com/sdg4/#!/tellmap/-1210327701>

Thank you

t.el-hourani@unesco.org

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