Monitoring Education for All Global and Thematic Indicators

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ETAG Report to the EFA Drafting Group
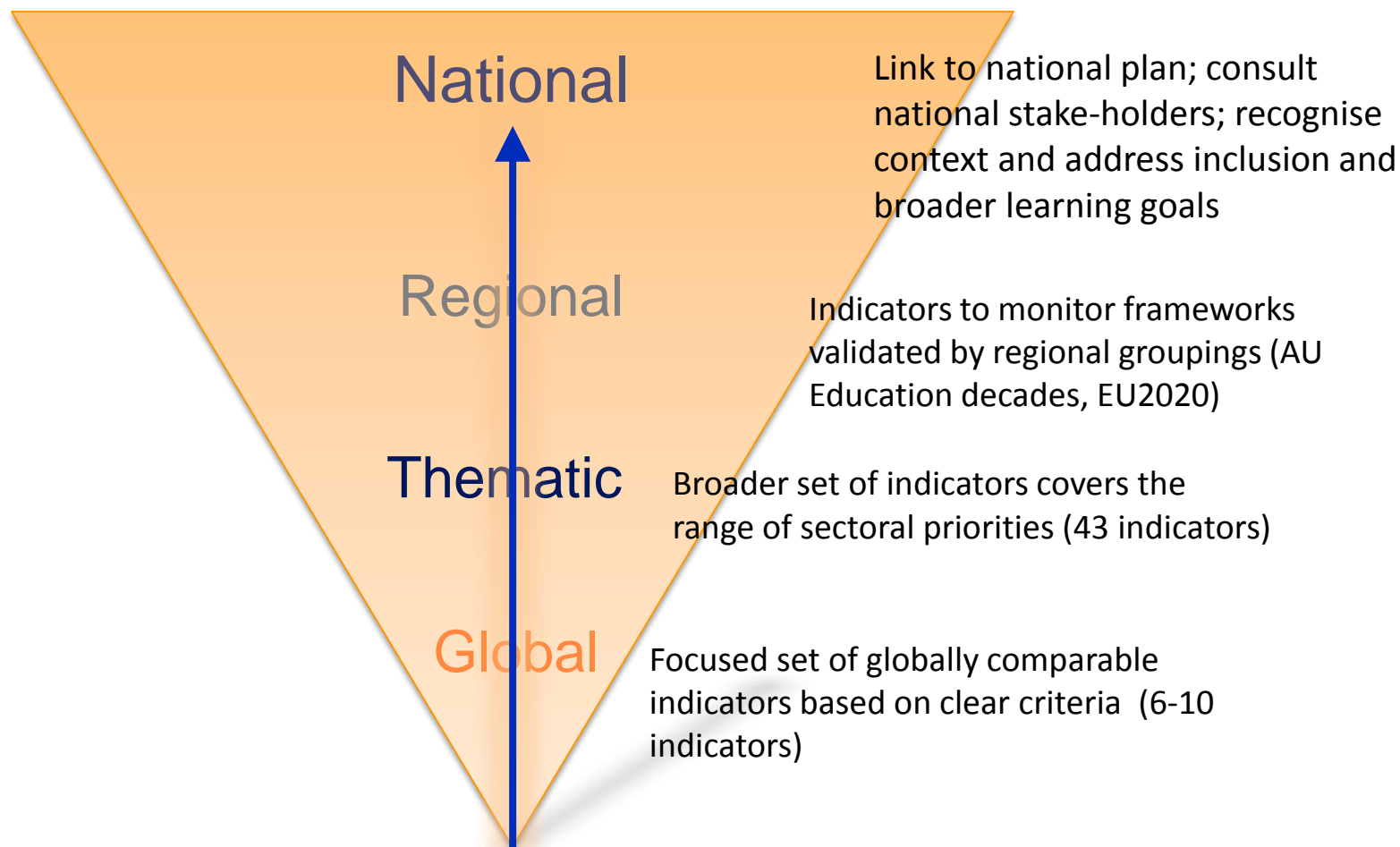
Paris, France

1-2 October, 2015

Outline

☐ The Global Process

☐ The Proposed Thematic Indicators

☐ Monitoring Learning Outcomes

Proposed Levels of Monitoring (UNSG*)

National

Link to national plan; consult national stake-holders; recognise context and address inclusion and broader learning goals

Regional

Indicators to monitor frameworks validated by regional groupings (AU Education decades, EU2020)

Thematic

Broader set of indicators covers the range of sectoral priorities (43 indicators)

Global

Focused set of globally comparable indicators based on clear criteria (6-10 indicators)

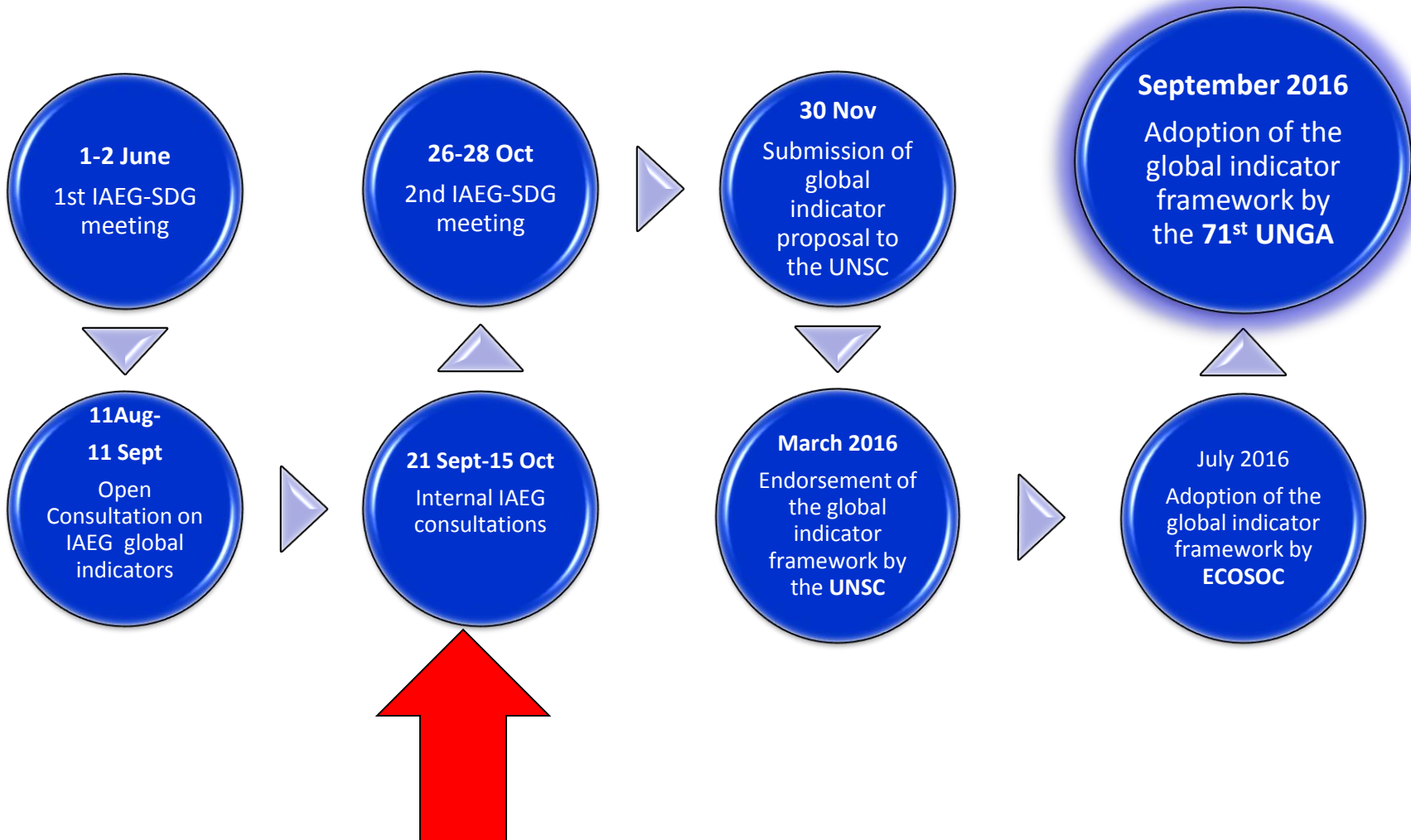*UN Secretary General's Synthesis Report, December 2014

Identification of the Global SDG Indicators

- **UN Statistical Commission** (UNSC) mandated to oversee the development of the global framework of indicators for SDG monitoring (December 2014)

- **UN System** provided recommendations of indicators to be included in the global set via the UN Technical Support Teams to the UN Statistical Division (February 2015)
  - Education indicators proposed were based on the work of the Technical Advisory Group
  - A subset of the thematic indicators for education (1-2 per target)

- **UN Statistical Commission** conducted rating exercise of UN-proposed indicators and endorsed the establishment of an **Inter-Agency and Expert Group on SDG Indicators** (IAEG-SDGs) (March 2015)

Global SDG Indicators: Identification

- **Inter-Agency and Expert Group on SDG indicators** (IAEG-SDGs) established by UNSC to develop the proposal (May 2015)

  - **Members**: 28 regionally-representative UN Member States represented by their National Statistical Offices

  - **Observers**: International and regional organizations and agencies, civil society and NGOs, and academia

  - First IAEG-SDGs meeting: 1-2 June 2015

  - **Open Consultation** on IAEG's first indicator proposal (11 August – 11 September)

  - **UN System consolidated set** of indicator proposals – one Indicator per target (5 September)

  - **Internal IAEG Consultation** on results (21 September – 15 October)

  - Second IAEG-SDGs meeting: 26-28 October 2015

  - **IAEG's final proposal** submitted to UNSC (end November 2015)

Global SDG Indicators: Process

1-2 June
1st IAEG-SDG meeting

26-28 Oct
2nd IAEG-SDG meeting

30 Nov
Submission of global indicator proposal to the UNSC

September 2016
Adoption of the global indicator framework by the **71st UNGA**

11Aug- 11 Sept
Open Consultation on IAEG global indicators

21 Sept-15 Oct
Internal IAEG consultations

March 2016
Endorsement of the global indicator framework by the **UNSC**

July 2016
Adoption of the global indicator framework by **ECOSOC**

Coordination b/n the IAEG, the UN system and the TAG

	IAEG preliminary proposal (11 August 2015)	Proposed indicator by the TAG (28 September 2015)	Indicators proposed by UN system to IAEG Response to the Open Consultation (11 August - 11 September)	UN Proposal Priority indicators	UN proposal Support
4.1	4.1.1 % of children/young people at the end of each level of education achieving at least a minimum proficiency level in (a) reading and (b) mathematics.	1. % of children/young people (i) in Grade 2/3, (ii) at the end of primary and (iii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics	% of children/young people (i) in Grade 2/3, (ii) at the end of primary and (iii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank)	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UNHCR
4.2	4.2.1 % of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being.	8. % of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being.	% of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being.	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank)	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UNHCR UN Women
4.3	4.3.2 Participation rate of adults in formal and non-formal education and training in the last 12 months	15. % of people in a given age-range participating in education and training in the last 12 months, by type of programme	% of people in a given age-range participating in education and training in the 12 months prior to being interviewed	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank) 1 (UN Secretariat for the Convention on the Rights of Persons with Disabilities UN Women supports % of tertiary graduates by field of study and sex	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UNHCR UN Secretariat for the Convention on the Rights of Persons with Disabilities

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4.4	% of youth/adults with ICT skills by type of skill	16.1 % of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	% of individuals with ICT skills by type of skill	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (ITU) 1 (World Bank) ILO supports Skills mismatch index	IAEG-SDGs UNESCO-UIS UNICEF OECD ITU World Bank UNHCR
4.5	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile) for all indicators on this list that can be disaggregated	... Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available) for all indicators on this list that can be disaggregated	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available) for all indicators on this list that can be disaggregated	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank) UN-SCRPD supports % of teachers in service who have received in-service training in the last 12 months to teach students with special educational needs UNHCR supports % of children/ youth in vulnerable situations who have non-discriminatory access to all levels of education and vocational training	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UN Secretariat for the Convention on the Rights of Persons with Disabilities UN Women

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4.6	4.6.1 % of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	22. % of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	% of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank)	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank IAEG-SDGs
4.7	4.7.1 % of 15-year old students enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience	25. Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment	% of students of a given age (eg 15-year olds) enrolled in secondary school demonstrating at least a fixed level of knowledge across a selection of topics in environmental science and geoscience	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank) UNFPA and UN Women support % of schools that provide life skills-based HIV and sexuality education	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank OHCHR UNHCR
4.a	% of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) basic drinking water and (iv) basic sanitation facilities; and (v) basic handwashing facilities (as per the WASH indicator definitions)	30. % of schools with access to (i) basic drinking water; (ii) basic sanitation facilities; and (iii) basic handwashing facilities (as per the WASH indicator definitions). 31. % of schools with access to (i) electricity (ii) Internet access for pedagogical purposes and (iii) computers for pedagogical purposes. 32. % of schools with adapted infrastructure and materials for students with disabilities.	Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) computers for pedagogical purposes (iv) adapted infrastructure and materials for students with disabilities (v) basic drinking water (vi) basic sanitation facilities; and (vii) basic handwashing facilities (as per the WASH indicator definitions)	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank) UNFPA and OHCHR support % of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UNHCR UN Secretariat for the Convention on the Rights of Persons with Disabilities

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4.a				UNISDR supports <u>% of educational facilities that are safe with respect to a) policy planning and advocacy, b) disaster resilient learning facilities, c) school disaster management and d) risk reduction and resilience education (as defined by the World Initiative for Safe Schools)</u>	
4.b	Volume of ODA flows for scholarships by sector and type of study	36. Volume of official development assistance (ODA) flows for higher education scholarships by beneficiary country	Volume of ODA flows for scholarships by sector and type of study	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank)	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UNHCR
4.c	Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education who have received at least the minimum organized teacher (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.	Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education who have received at least the minimum organized teacher (i.e. pedagogical training) pre-service and in-service required for teaching at the relevant level in a given country, by type of institution.	Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education who have received at least the minimum organized and recognised teacher (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.	1 (IAEG-SDGs) 1 (UNESCO) 1 (UNICEF) 1 (OECD) 1 (World Bank)	IAEG-SDGs UNESCO-UIS UNICEF OECD World Bank UNHCR

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A brief history of the TAG

- Established in 2014 by UNESCO chaired by the UNESCO Institute for Statistics.

- Members included experts from the EFA GMR team, OECD, UNICEF, the World Bank and UNESCO itself.

- March 2014- May 2015 several proposals for the thematic set of indicators was developed

- November 2014- January 2015 was held a global consultation on the proposal.

- May 2015: the proposal was incorporated to the Framework for Action at the WEF in Incheon, Republic of Korea.

- The WEF recommended the TAG be expanded to include civil society and a representative number of UNESCO Member States to further refine the proposal.

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The extended TAG

- Objective: *To elaborate the final proposal for thematic monitoring framework on education for Education 2030 Framework for Action, by:*

  - identifying potential improvements to the preliminary TAG proposal

  - agreeing on the methodology to consult on specific issues incorporating additional Member States' feedback

- Methodology

  - Two in person meetings:

    - 30-31 July

    - 22-23 September

  - Consultation carried out by regional focal points

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
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
4.3	by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university
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
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
4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
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
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
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 and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
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

More work needed on data collection

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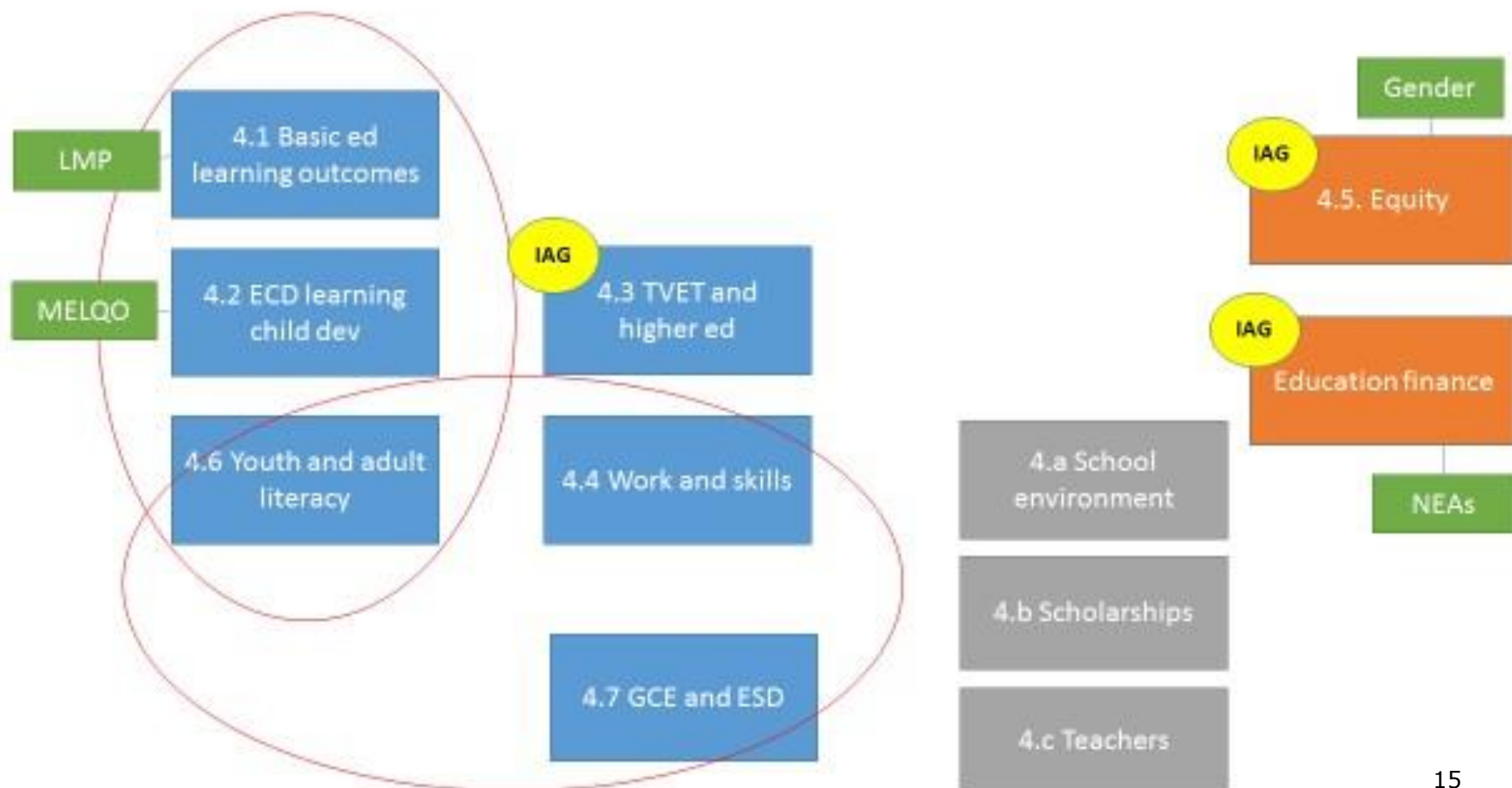
Thematic Monitoring

Summary of the proposal			
Target	Number of indicators	Concepts	Need of development
4.1	7	Learning	2
		Completion	
		Participation	
		Provision	
4.2	5	Readiness	3
		Participation	
		Provision	
4.3	3	Skills	2
4.4	2	Completion	1
		Equity	
4.5	Parity indexes Distributions		3
	4	Policy	
4.6	3	Skills	2
		Provision	
4.7	5	Provision	4
		Knowledge	
4.a	5	School environment	3
4.b	2	Scholarships	1
4.c	7	Teachers	4
TOTAL	43		25

SDG 4 in Numbers

- Global indicators
  - 7 indicators
  - 3 means of implementation
- Thematic indicators
  - 43 as of October 1st
  - Include the 10 global indicators
  - The final list will be defined when the global indicators are adopted.
  - The global indicators will make to the list of the thematic indicators

Outline

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Technical issues to solve

- ☐ Many questions to answer
  - ■ some easier than others
  - ■ timeframe trade-offs (restrict some aspects in the short term while develop the first attempt at a global learning scale)?
- ☐ Defining scope
  - ■ Domains: which learning domains to start with
  - ■ Would it be a developmental scale?
- ☐ Target population
- ☐ Geographic coverage

Monitoring: "the" options

- ☐ Define benchmarks and indicators based on nationally defined standards (from national assessments)

- ☐ Develop a "global" mechanism on measuring and framing indicators at one point in time i.e. snapshots at different grades / different ages? Based on current instruments

- ☐ Indicators derived from an empirically developed scale

Stream 1: Leveraging Existing Resources at the National Level

TECHNICAL LEAD AND DATA COLLECTION: UNESCO INSTITUTE FOR STATISTICS

Countries

Regular survey on learning assessments and outcomes/ Catalogue

TIMELINE: When? How often?

2015/6: Initial database release (focus SSA, LAC, AP)

2016: First global database

2019: New data release

2022: Biennial new data release

...

INDICATORS: What?

UIS Learning Outcomes INDEX LOI

Indicators on basic assessment characteristics

Index of Access to Educational Information

Distribution of Students by Level of Achievement

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Stream 2: Global snapshots using cross-national learning assessments

UNESCO Institute for Statistics

TECHNICAL LEAD : UNESCO INSTITUTE FOR STATISTICS

Data collection
- Countires

Technical approaches
- Cross-national initiatives
- Academics and researchers

Support
- TAG
- Donors

TIMELINE: When? How often? (tb decided)

When?
Start discussions now

Aim for global snapshots for each ISCED level by 2020

How often?
Aim for once or twice between now and 2030 (for each snapshot, by ISCED-level and learning domain)

INDICATORS: What? Ares/Subjects?

Indicator(s) in ISCED 1

Indicator(s) in ISCED 2 and/or 3

Indicator(s) for youth and adult capabilities

Stream 3: Exploring the feasibility of creating a Universal Learning Scale (ULS)

UNESCO Institute for Statistics

TECHNICAL LEAD?: PARTNERSHIP BETWEEN UNIVERSITIES

HOW TO OBTAIN DATA: Too soon to be determined

| We must first answer these questions: | For which ages or which grades? | Curriculum based or not? | Which learning domains? | Will this be about formal schooling only? | other? |

TIMELINE: When? How often?

2015 to 2020: Capacity building and raising awareness stage. Defining the desired product, consulting about a plan to achieve it, engaging member states in the conversation
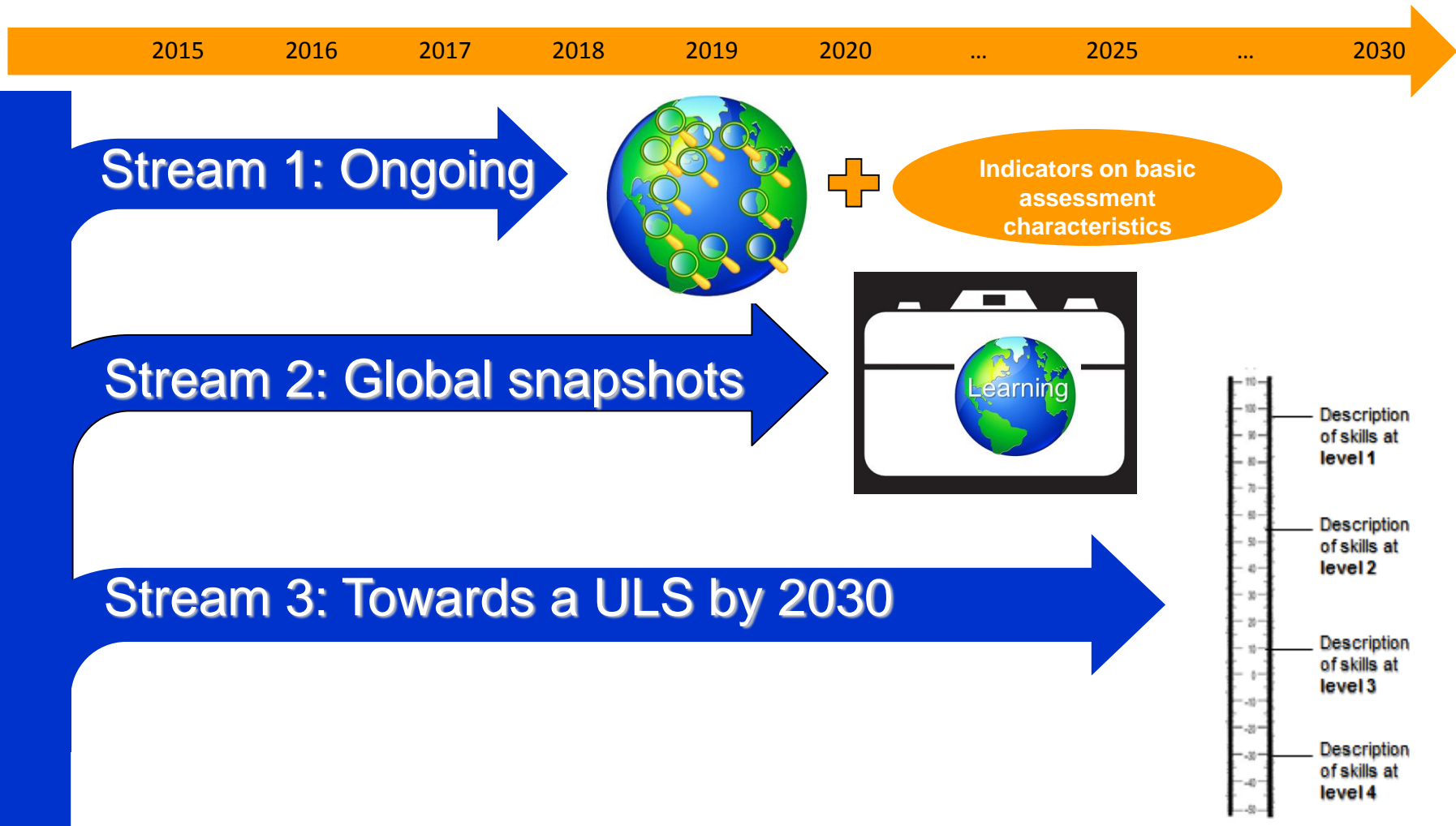
2021 to 2026: Implementation stage. Research, field trials, data collection

2027 to 2030: Reporting. Reporting indicators and analyses

INDICATORS: What?

TBD, dependent on the process, discussions and deliberations

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LO Roadmap: On the same path at different speeds

2015   2016   2017   2018   2019   2020   ...   2025   ...   2030

Stream 1: Ongoing

Indicators on basic assessment characteristics

Stream 2: Global snapshots

Learning

Stream 3: Towards a ULS by 2030

Description of skills at **level 1**

Description of skills at **level 2**

Description of skills at **level 3**

Description of skills at **level 4**

The stepping stones towards the ILS

Alternatives	Characteristics				
	Readiness	**Cost**	**Political Soundness**	**Technically Soundness**	**Availability at the Global**
Indicators based on NLAs					
LOI	Yes	Low	Yes	Yes	Immediate
Quality and other	No	Int	Int	Yes	1-2 years
% of students who achieve the minimum	No	Low	No	No	Immediate
Distribution of student by level of Skills	No	Low	No	No	Immediate
Cross-national Comparable Snapshot					
Brand New Tool	No	Int.	Difficult to assess	Yes	3-5 years
Linkage					
a. Using NLAs	No	Int	Yes	Difficult to assess	Difficult to asses
b. Using International/regional assessment	No	Int	Difficult to assess	Int.	2-years
International Learning Scale					
ILS	No	High	Need Consensus	Difficult to assess	5-7 years?

Thank you!

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