Education from MDGs to SDGs

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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

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

Out-of-school children of primary age group in the OIC countries, 2000-2014

- World total 100 Million
- World total 61 Million
- 43 Million
- 35 Million
- 25 Million
- 20 Million
- 18 Million
- 15 Million
- Male
- Female
- Both sexes

Years: 2000 to 2014
MDG2: The progress made

Youth illiterate population in the OIC countries, 2000-2015

- World total: 139 Million in 2000, 102 Million in 2015
- Male: 59 Million in 2000, 52 Million in 2015
- Female: 36 Million in 2000, 30 Million in 2015
- Both sexes: 95 Million in 2000, 82 Million in 2015

Million
MDG3: The progress made

Gender parity index by level of education, 2000 & 2014
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

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

**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)

Source: UNSG, 2015
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

- 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

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

Data reporting → National statistical system

Data dissemination → UNESCO Institute for Statistics

Data development → UIS Database for SDG 4
11 global indicators
43 thematic indicators

UNSD Global SDG database

Regional / International Organizations

Technical Coordination Group

Global Alliance to Monitor Learning

Thematic interagency groups

Source: UNESCO Institute for Statistics
## 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

<table>
<thead>
<tr>
<th>Multilateral agencies</th>
<th>UNESCO: UIS; UNESCO ED/ESC; GEMR World Bank, UNICEF; OECD; GPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOs</td>
<td>Education International; Collective Consultation on NGOs</td>
</tr>
</tbody>
</table>
| **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

<table>
<thead>
<tr>
<th>Region</th>
<th>Other thematic indicators</th>
<th>Global indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and the Pacific</td>
<td>21 (19 Available)</td>
<td>28 (28 Available)</td>
</tr>
<tr>
<td>Arab States</td>
<td>16 (17 Available)</td>
<td>25 (28 Available)</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>9 (24 Available)</td>
<td>16 (31 Available)</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>10 (28 Available)</td>
<td>14 (39 Available)</td>
</tr>
<tr>
<td>All regions</td>
<td>14 (23 Available)</td>
<td>20 (32 Available)</td>
</tr>
</tbody>
</table>

### Data availability by global indicator (in %)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Trained teachers</th>
<th>Pre-primary</th>
<th>30+31+32</th>
<th>1</th>
<th>15</th>
<th>22</th>
<th>8</th>
<th>36</th>
<th>25</th>
<th>21</th>
<th>19</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>4.c</td>
<td>4.2</td>
<td>4.a</td>
<td>4.1</td>
<td>4.3</td>
<td>4.6</td>
<td>4.2</td>
<td>4.b</td>
<td>4.7</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data availability by thematic indicator and concept (in %)

Disaggregation is limited in some areas

Data availability (in %) by disaggregation factor

- By wealth: 14%
- By disability status: 19%
- By age: 63%
- By location: 74%
- By sex: 85%

## Availability of learning assessment data (%)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Grade 2 or 3</th>
<th>End of primary education</th>
<th>End of lower secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and the Pacific</td>
<td>47</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Arab States</td>
<td>47</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>81</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>80</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td>All regions</td>
<td>65</td>
<td>62</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade 2 or 3</th>
<th>End of primary education</th>
<th>End of lower secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia and the Pacific</td>
<td>42</td>
<td>58</td>
<td>47</td>
</tr>
<tr>
<td>Arab States</td>
<td>41</td>
<td>71</td>
<td>65</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>77</td>
<td>81</td>
<td>62</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>65</td>
<td>68</td>
<td>43</td>
</tr>
<tr>
<td>All regions</td>
<td>57</td>
<td>68</td>
<td>51</td>
</tr>
</tbody>
</table>

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://tcg.uis.unesco.org/

• http://uis.openplus.ca/gaml/

• http://www.tellmaps.com/sdg4/#!/tellmap/-1210327701
Thank you

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