SDG 4 indicator benchmarking consultation

Silvia Montoya, Director,
UNESCO Institute for Statistics

TCG6
28-29 August 2019
Yerevan, Armenia

Outline

- Introduction

- Benchmarking in the Education 2030 Agenda

- What do data tell us on regional benchmarking?

- National Consultation on benchmarks

- The relevance of data availability

- Lessons and next steps

Introduction

From MDGs to SDGs ⟶ global vision of prosperity; "leave no one behind"

- Indicator methodology and data collection
- Example: Indicator 4.1.1

How many children?

What is the minimum proficiency level?

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

What does it mean to reach that level?

What level should be achieved?

Benchmarking in the Education 2030 Agenda

What needs to be achieved?

- Effective monitoring and accountability
- Consensus on global level
- Consensus on measurement
- Improve quality and timeliness of reporting
- Freely accessible information

→ **Benchmarking**

Benefits of benchmarking

- ✓ Setting progress and identifying objectives
- ✓ Transparent learning device
- ✓ Practical; based on situations of countries
- ✓ Information sharing and mutual learning → capacity building

- ✗ "One fit for all"
- ✗ Ranking

Avoided by...

Helping countries define their own points of reference on common indicators	Member States decide on priority areas	Setting regional points of reference

Benchmarking in the Education 2030 Agenda

SDG 4 ACCOUNTABILITY STRUCTURE

REPORTING

As the official source of SDG 4, the UIS compiles education-related data and metadata from various sources at the national, regional and international levels.

MONITORING

Producing reports monitoring progress towards the achievement of SDG 4, as well as commitments and follow-up actions, including policies, investments, budgetary expenditures, programmes and partnerships, in support of the Education 2030 Agenda

FOLLOW-UP AND REVIEW

The UIS is supported by the UN system, international organizations, and main regional platforms, all of which serve to validate the methodological and standard setting work of UIS

UNESCO
INSTITUTE
FOR
STATISTICS

TECHNICAL
COOPERATION
GROUP

What do data tell us on regional benchmarking?

Global SDG 4 indicators covered by regional monitoring
frameworks

Indicator	Coverage
4.1.1	100%
4.2.2	80%
4.5.1	80%
4.6.1	80%
4.c.1	80%
4.3.1	60%
4.a.1	40%
4.4.1	40%
4.2.1	25%
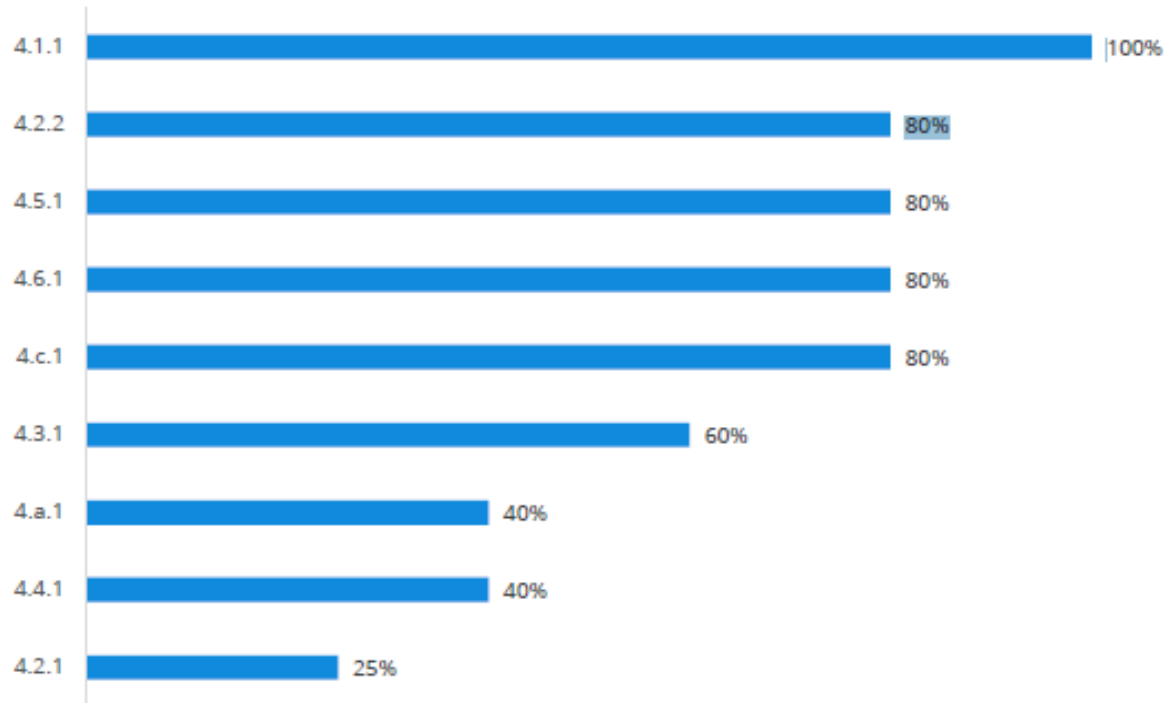
What do data tell us on regional benchmarking?

Priority for setting benchmarks of SDG 4 global indicators

Indicator	High priority	Medium priority	Low priority
4.c.1	75%	19%	6%
4.1.1	68%	11%	21%
4.2.2	67%	33%	0%
4.a.1	57%	14%	29%
4.5.1	53%	36%	11%
4.2.1	42%	33%	25%
4.4.1	40%	20%	40%
4.6.1	38%	50%	13%
4.3.1	29%	36%	35%

■ High priority   ■ Medium priority   ■ Low priority
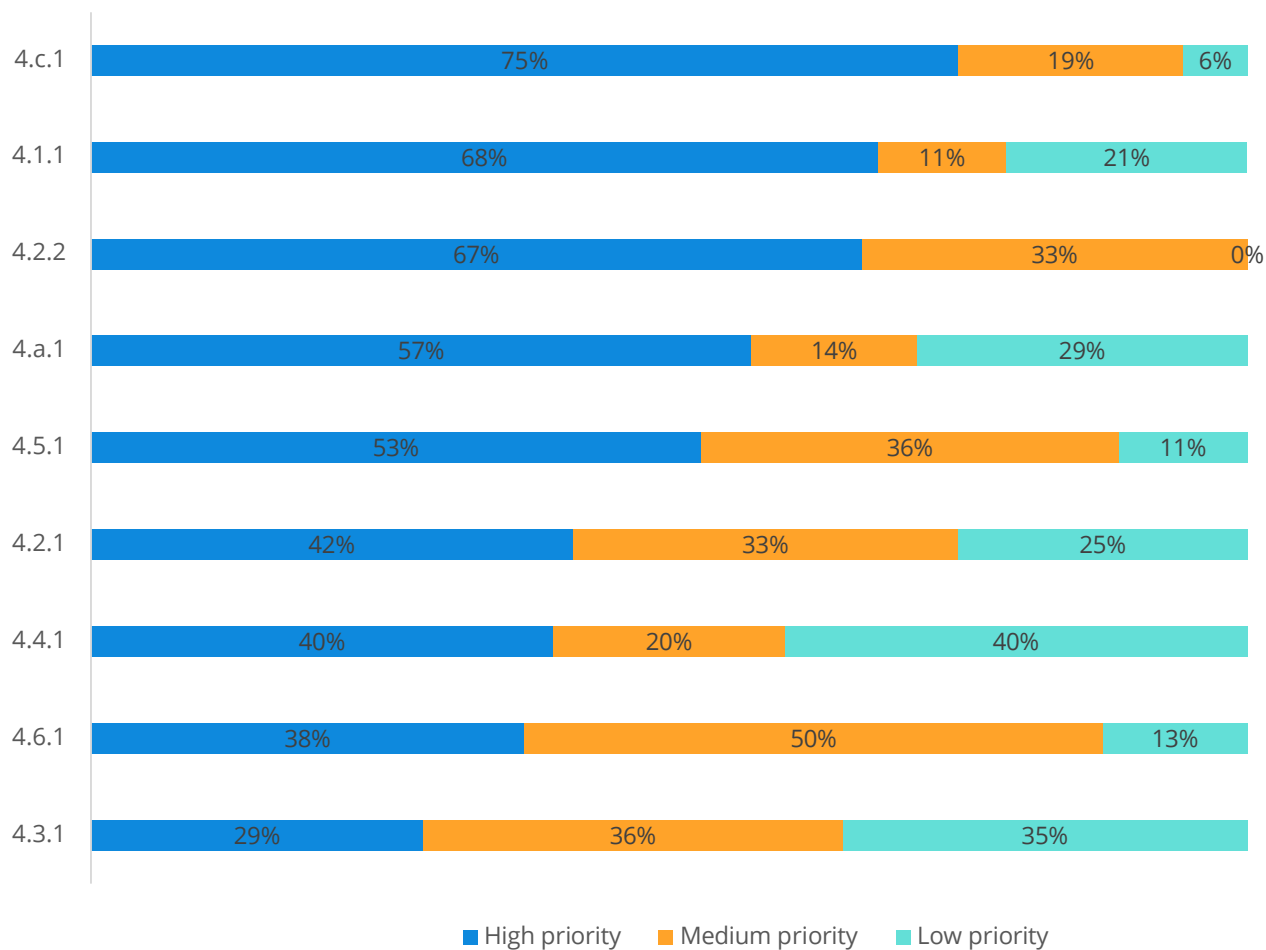
What do data tell us on regional benchmarking?

Feasibility of setting regional benchmarks for global SDG 4 indicators

- 4.2.2 Participation in pre-primary education — 100%
- 4.6.1 Literacy and numeracy skills — 88%
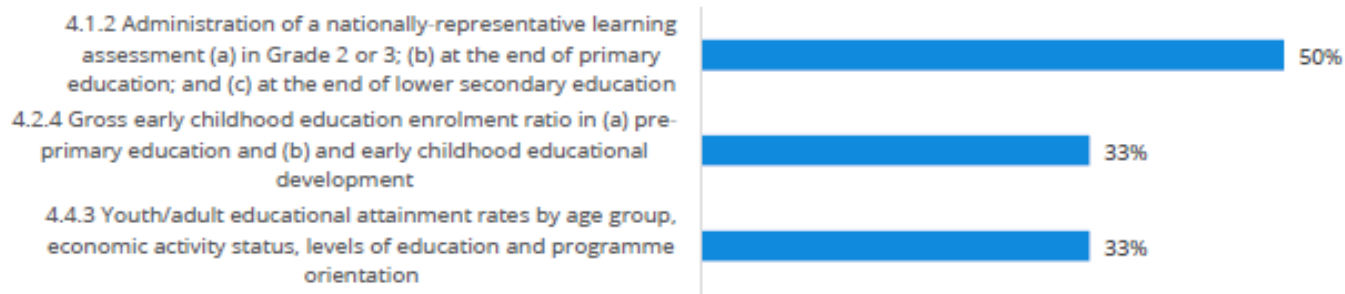- 4.1.1 Learning outcomes — 83%
- 4.5.1 Gender and other disparities in education — 83%
- 4.c.1 Supply of qualified teachers — 0.75
- 4.a.1 School facilities — 71%
- 4.3.1 Participation youth and adults — 65%
- 4.2.1 Early childhood development — 56%
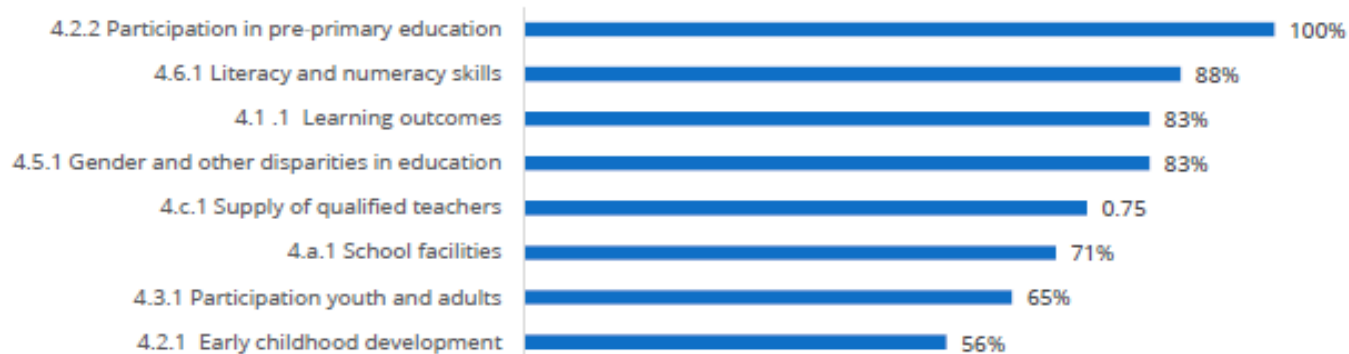
Thematic SDG 4 indicators with regional benchmarks

- 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 — 50%
- 4.2.4 Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development — 33%
- 4.4.3 Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation — 33%
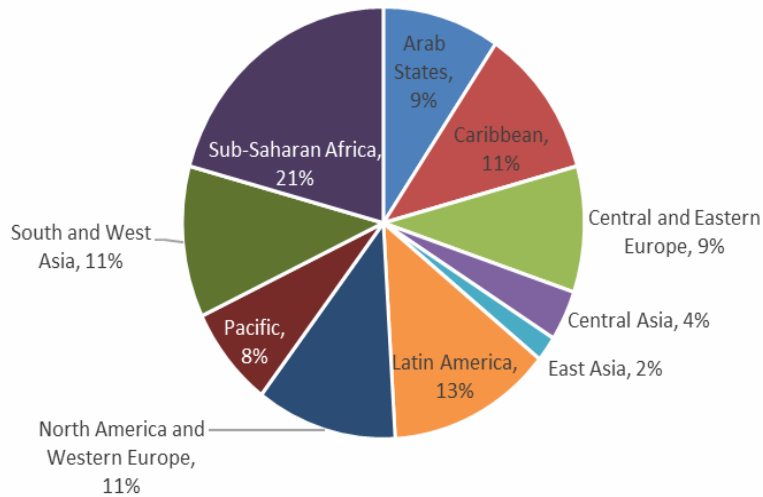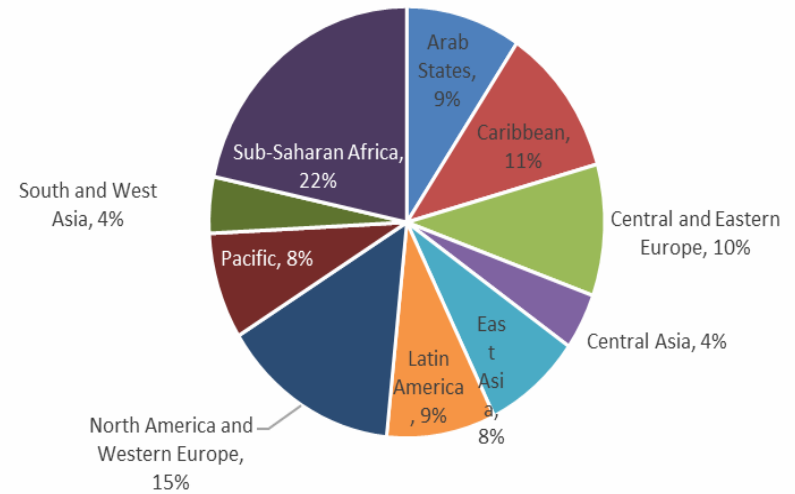
National Consultation on benchmarks

Distribution of countries and responses in the national consultation

Number of responses: 53

- Arab States, 9%
- Caribbean, 11%
- Central and Eastern Europe, 9%
- Central Asia, 4%
- East Asia, 2%
- Latin America, 13%
- North America and Western Europe, 11%
- Pacific, 8%
- South and West Asia, 11%
- Sub-Saharan Africa, 21%

Number of target countries: 213

- Arab States, 9%
- Caribbean, 11%
- Central and Eastern Europe, 10%
- Central Asia, 4%
- East Asia, 8%
- Latin America, 9%
- North America and Western Europe, 15%
- Pacific, 8%
- South and West Asia, 4%
- Sub-Saharan Africa, 22%

National Consultation on benchmarks

Distribution of countries and responses in the national consultation

Percentage of countries with national benchmark set by SDG indicator

Indicator	Percentage
SDG 4.1.1	69%
SDG 4.2.2	62%
SDG 4.c.1	47%
SDG 4.a.1	46%
SDG 4.5.1	45%
SDG 4.3.1	43%
SDG 4.6.1	38%
SDG 4.4.1	32%
SDG 4.2.1	29%

Percentage of countries measurent progress towards the national benchmarks by SDG 4 indicators

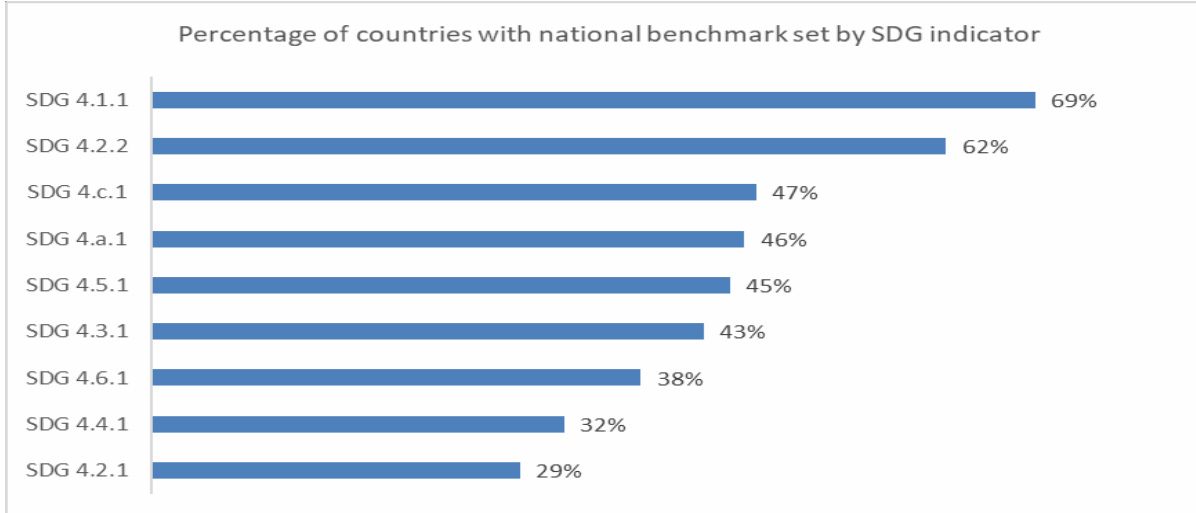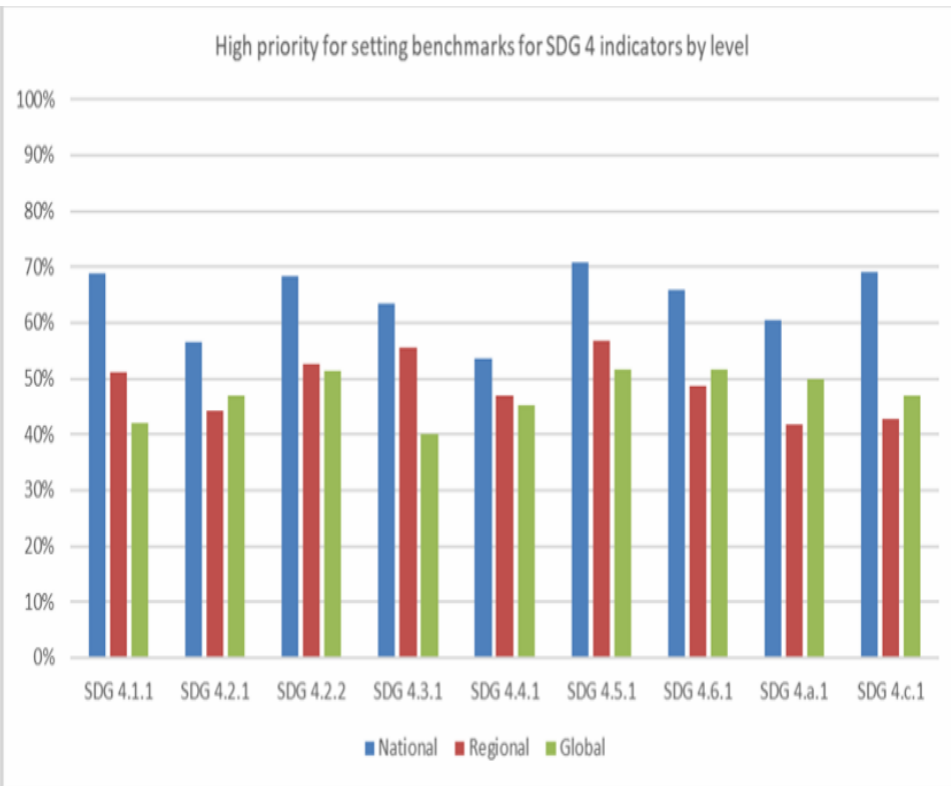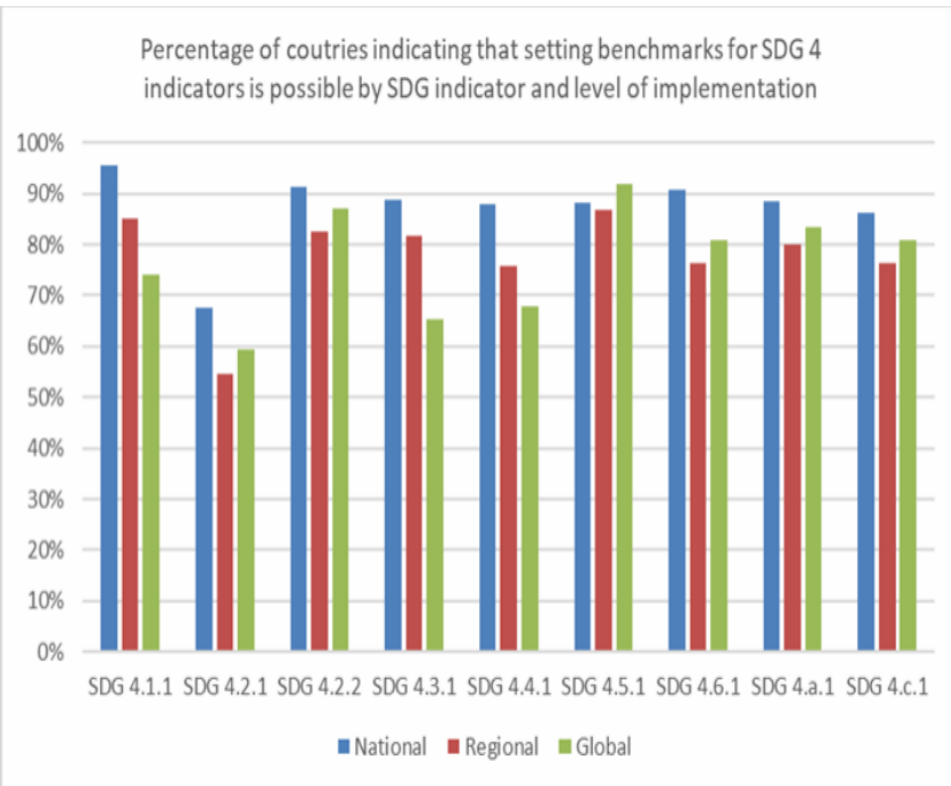| Indicator	Percentage
SDG 4.5.1	95%
SDG 4.6.1	94%
SDG 4.2.2	94%
SDG 4.1.1	93%
SDG 4.2.1	87%
SDG 4.c.1	86%
SDG 4.3.1	85%
SDG 4.4.1	81%
SDG 4.a.1	80%

10
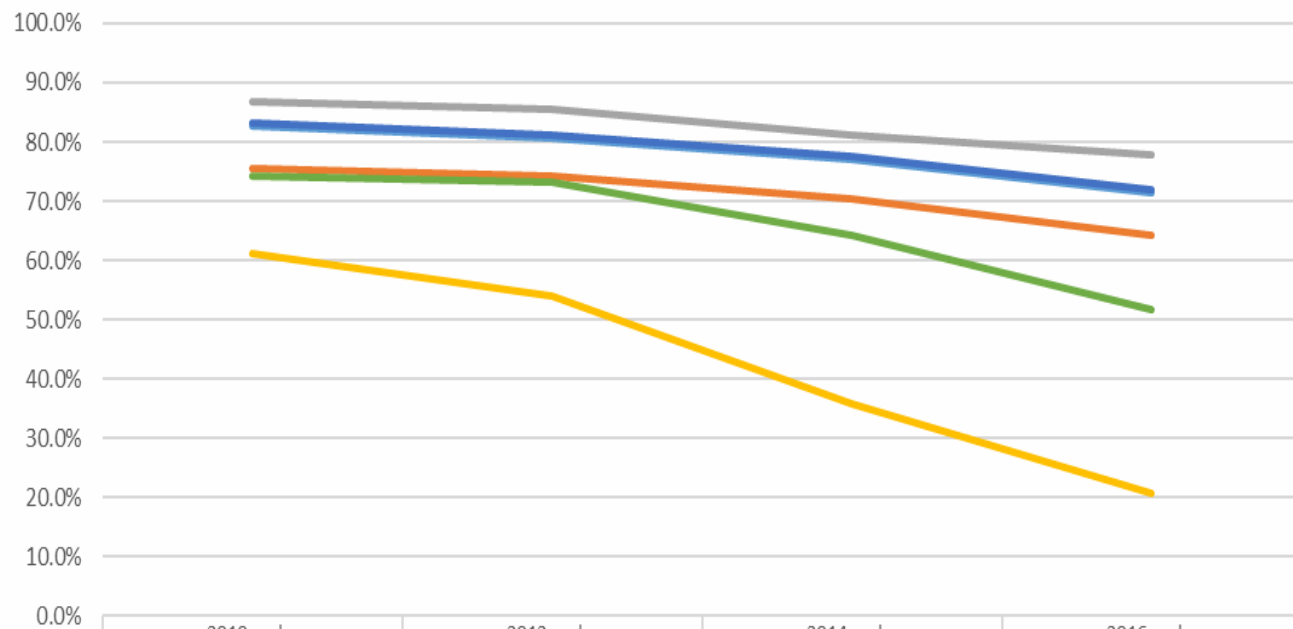
National Consultation on benchmarks

Distribution of countries and responses in the national consultation

Percentage of coutries indicating that setting benchmarks for SDG 4 indicators is possible by SDG indicator and level of implementation

National Regional Global

High priority for setting benchmarks for SDG 4 indicators by level

National Regional Global

The relevance of data availability

Coverage of MDG indicators by different aggregation by year

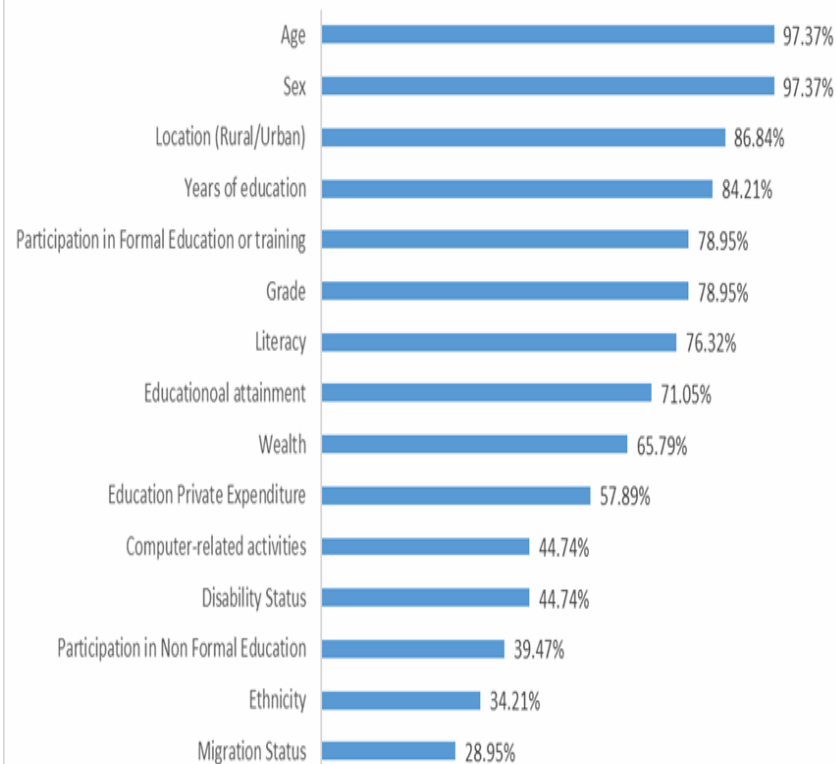|	2010 and +	2012 and +	2014 and +	2016 and +
Out-of-school rate for children of primary school age	82.6%	80.8%	77.0%	71.4%
Out-of-school rate for adolescents of lower secondary age	75.6%	74.2%	70.4%	64.3%
Gross enrolment ratio, pre-primary	86.9%	85.4%	81.2%	77.9%
Literacy rate, population 15-24 years	61.0%	54.0%	35.7%	20.7%
Net enrolment rate, primary	83.1%	81.2%	77.5%	71.8%
Survival rate in primary education	74.2%	73.2%	64.3%	51.6%

12

The relevance of data availability
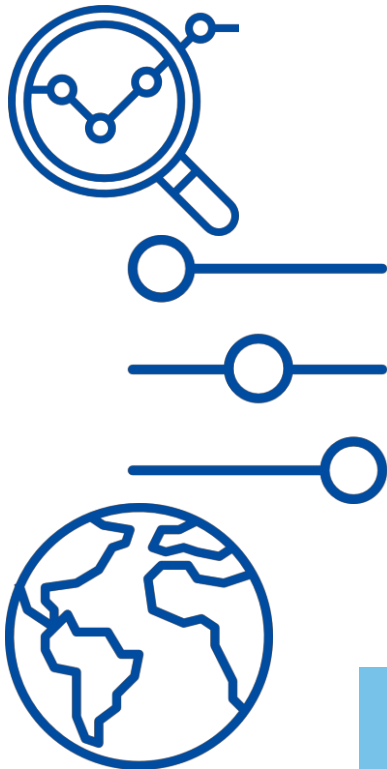
Consultation on sources of information


Availability of data sources in countries

Data source	%
HHS - National household surveys	81%
HHS - Population census	77%
INF - School statistical census	73%
AD - EMIS based on individual records	62%
HHS - Labour force surveys	54%
AD - Education statistical surveys	52%
AD - EMIS based on aggregated records	50%
AD - Human resources administrative records	50%
EC - EMIS based on individual records	40%
AD - Human resources payroll system	38%
EC - statistical surveys	38%
INF - Infrastructure administrative records	35%
AD - Teachers statistical surveys	27%
EC - EMIS based on aggregated records	27%
HHS - International multipurpose household...	21%
HHS - Other sources of data	19%
AD - Other sources of data	17%
EC - Other sources of data	17%
INF - Other sources of data	13%

Availability of variables from National household surveys

Variable	%
Age	97.37%
Sex	97.37%
Location (Rural/Urban)	86.84%
Years of education	84.21%
Participation in Formal Education or training	78.95%
Grade	78.95%
Literacy	76.32%
Educationoal attainment	71.05%
Wealth	65.79%
Education Private Expenditure	57.89%
Computer-related activities	44.74%
Disability Status	44.74%
Participation in Non Formal Education	39.47%
Ethnicity	34.21%
Migration Status	28.95%

Lessons and next steps

- Monitoring frameworks:
    - For countries to measure progress;
    - For information sharing;
    - For mutual learning; and
    - To understand what areas to prioritize

- UIS has a global role in developing methods and standards to address the monitoring challenges.
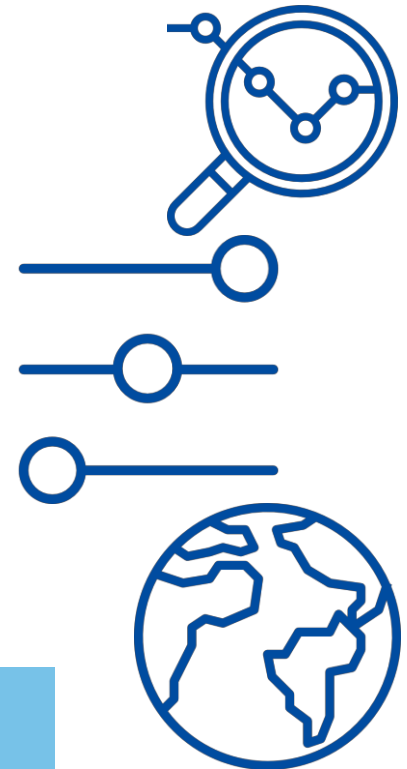
- **Next step is to support countries in the definition of points of reference for the global indicators at the national level in close collaboration with the regional organizations that support that level of monitoring.**

Comparability of learning assessments

		Comparability	Needs of action
School-based			
	Global	Yes, for participating countries	None
	Regional	Yes, for the countries	Translate into a global scale
	National	No but could be scaled	Translate into a global scale
Population Based		Yes but alignment of verbal definition should be completed	Translate into a global scale
National Examination		No	------

Summary table of alternatives for aligning to a global scale

Level	Non psychometric calibration	Psychometric Calibration	
		Test Based Calibration	Items based linking
Early Grades	Yes	Unlikely	Unlikely
End of Primary	Yes	Yes	Feasible
End of lower secondary	Yes	No	Feasible

Rates of out-of-school by SDG regions and levels of education, both sexes, 2017 or latest year available

Region	Rate of out-of-school (%)		
	Primary	Lower secondary	Upper secondary
Sub-Saharan Africa	20.51	35.51	56.96
Northern Africa and Western Asia	10.58	14.22	32.17
Northern Africa	10.65	10.14	33.33
Western Asia	10.30	17.24	31.23
Central and Southern Asia	6.21	16.62	47.25
Central Asia	2.51	5.30	18.07
Southern Asia	6.32	17.22	47.83
Eastern and South-eastern Asia	3.78	8.55	19.27
Eastern Asia	3.04	6.55	15.91
South-eastern Asia	5.04	11.57	25.75
Oceania	9.21	3.66	22.81
Latin America and the Caribbean	4.72	7.15	22.79
Caribbean	...	...	...
Central America	...	...	...
South America	...	...	...
Europe and Northern America	2.94	1.78	6.54
Europe	2.37	2.25	7.43
Northern America	3.76	0.74	5.03
World total	8.88	**15.65**	**35.82**

Indicator 4.1.1 Adjusted

Indicator 4.1.1	Indicator 4.1.1 adjusted
Early Grades	$4.1.1a = S \times (1 - rate\ of\ out-of-school)$
End of Primary	$4.1.1b = S \times rate\ of\ completion$
End of Lower Secondary	$4.1.1c = S \times rate\ of\ completion$

Thank you!

Silvia Montoya

Director, UNESCO Institute for Statistics