

# Monitoring SDG4 (with focus on Target 4.2): national, regional and global data

Silvia Montoya  
Director, UNESCO Institute for Statistics

# Different levels of SDG monitoring

But also different dimensions:

- ✓ Subnational
- ✓ Tier system
- ✓ Official vs non-official
- ✓ Institutional and contextual quality

 Nous ne pouvons pas afficher cette image pour l'instant.

# Global and thematic indicators

## *How many indicators?*

### ► Global indicators

- 229 indicators for global development framework of 169 targets
- 11 indicators for all education targets

<http://unstats.un.org/unsd/statcom/47th-session/documents/2016-2-IAEG-SDGs-E-Revised.pdf>

### ► Thematic education indicators

- TAG proposal has 43+ indicators that include the 11 global indicators

<http://www.uis.unesco.org/Education/Documents/43-indicators-to-monitor-education2030.pdf>

# Implementation of the SDG4-Education 2030 indicators

Separation between establishment of agenda from technical process on indicators was definition made by UNGC

## Global process on indicators

UN General Assembly

UN Statistical Commission

IAEG-SDGs

## Thematic process

UNESCO

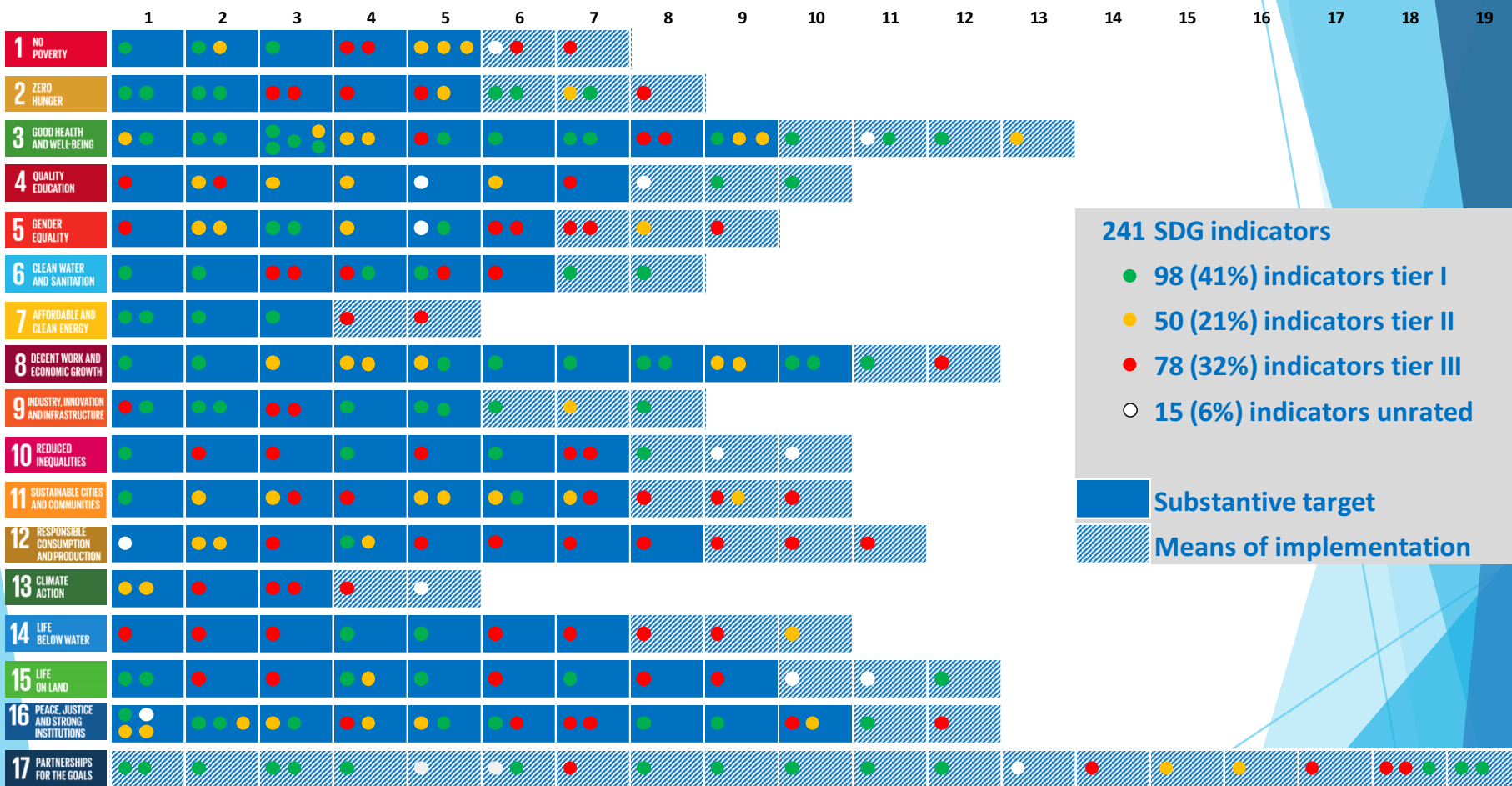
E2030 FFA with clear mandate to UIS to 'work with partners' to develop indicators

UIS respond to mandate by TCG and integration to global monitoring architecture

# A country lead process: From MDGs to SDGs

Education	MDG (Goals 2,3)	SDGs (Goal 4)
Duration	2000-2015	2015-2030
Who defined targets/indicators	International organisations	Member states
Scope	Universal primary completion and gender parity	Learning through life-course focus on outcomes and equity
No. of targets	2	10
No. of indicators	4+ disaggregation	11+ disaggregation

# SDG: 241 (global) indicators!

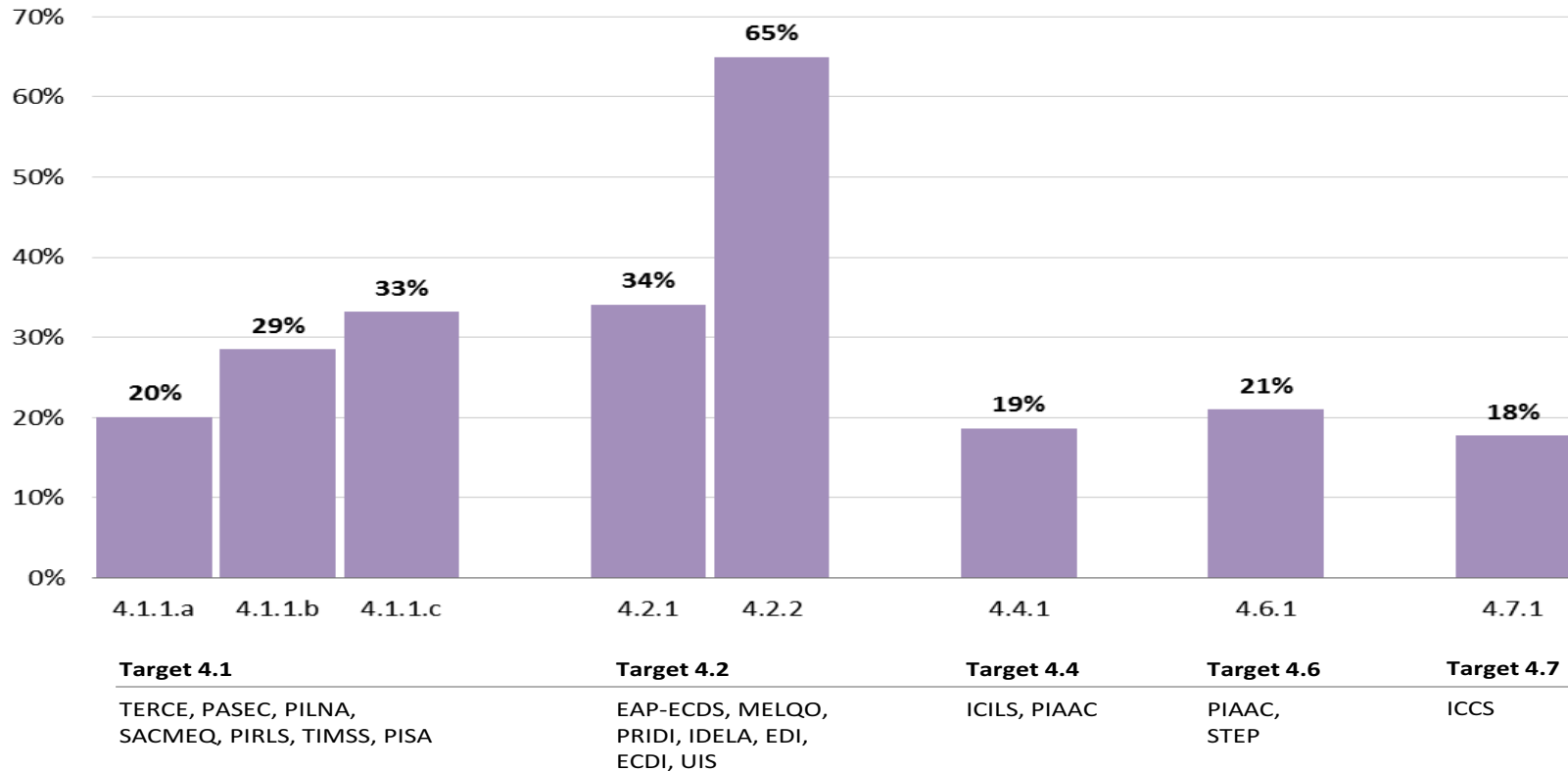


# What does it take?

- ▶ **Measurement tools that:**
  - ▶ Yield data on outcomes
  - ▶ Definition on benchmarks
  - ▶ Repeated measurement for monitoring
- ▶ **Capacity for action (human, financial and technology)**

# Sound but still insufficient coverage of cross national assessments

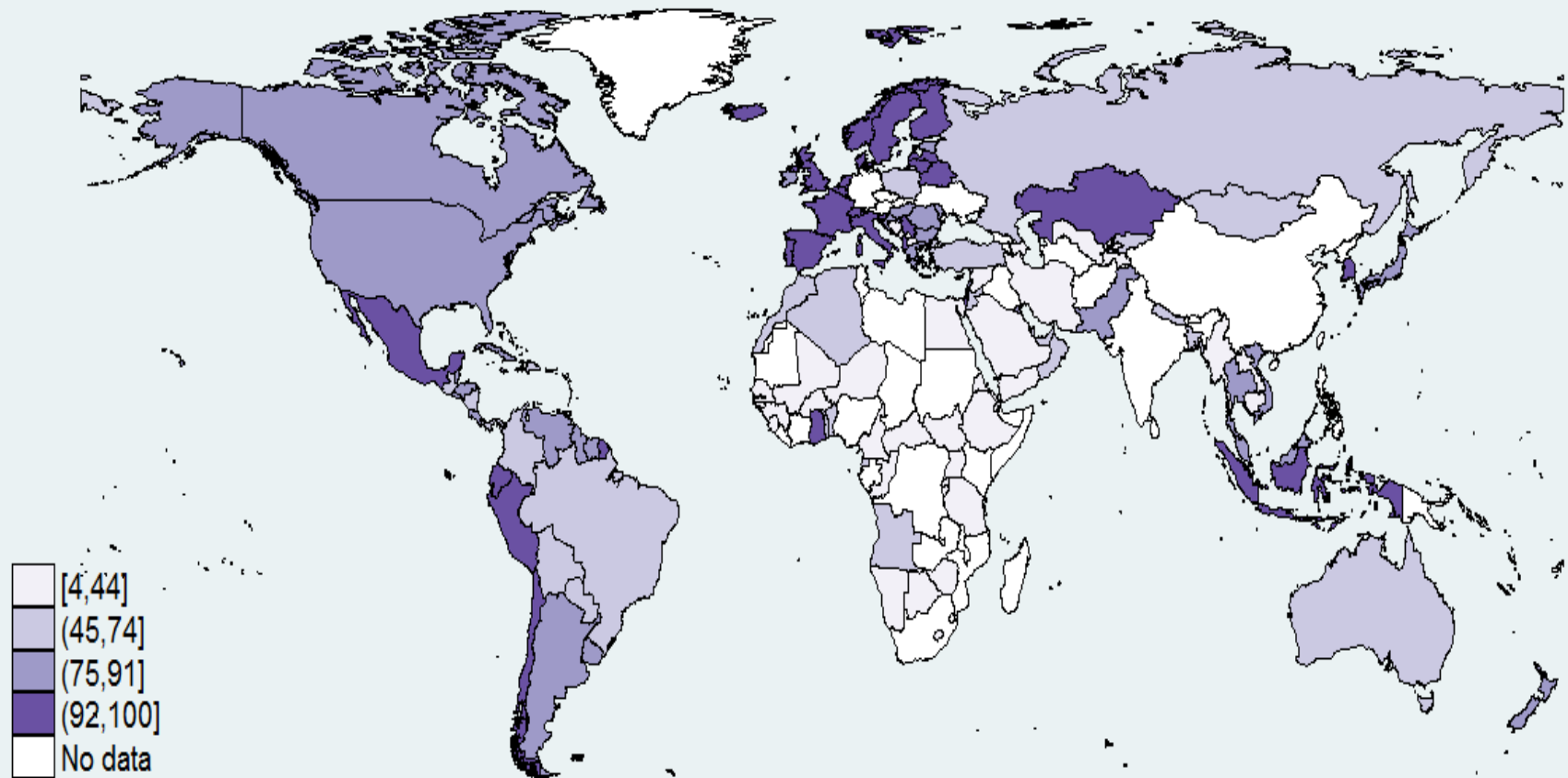
Share of countries with a cross-national assessment administered in the last 5 years





# Access to pre-primary (GI 4.2.2) shows progress but disparities still exist

Participation rate of children aged one year younger than the official entrance age to primary, pre-primary and primary. Between 2010 and 2014

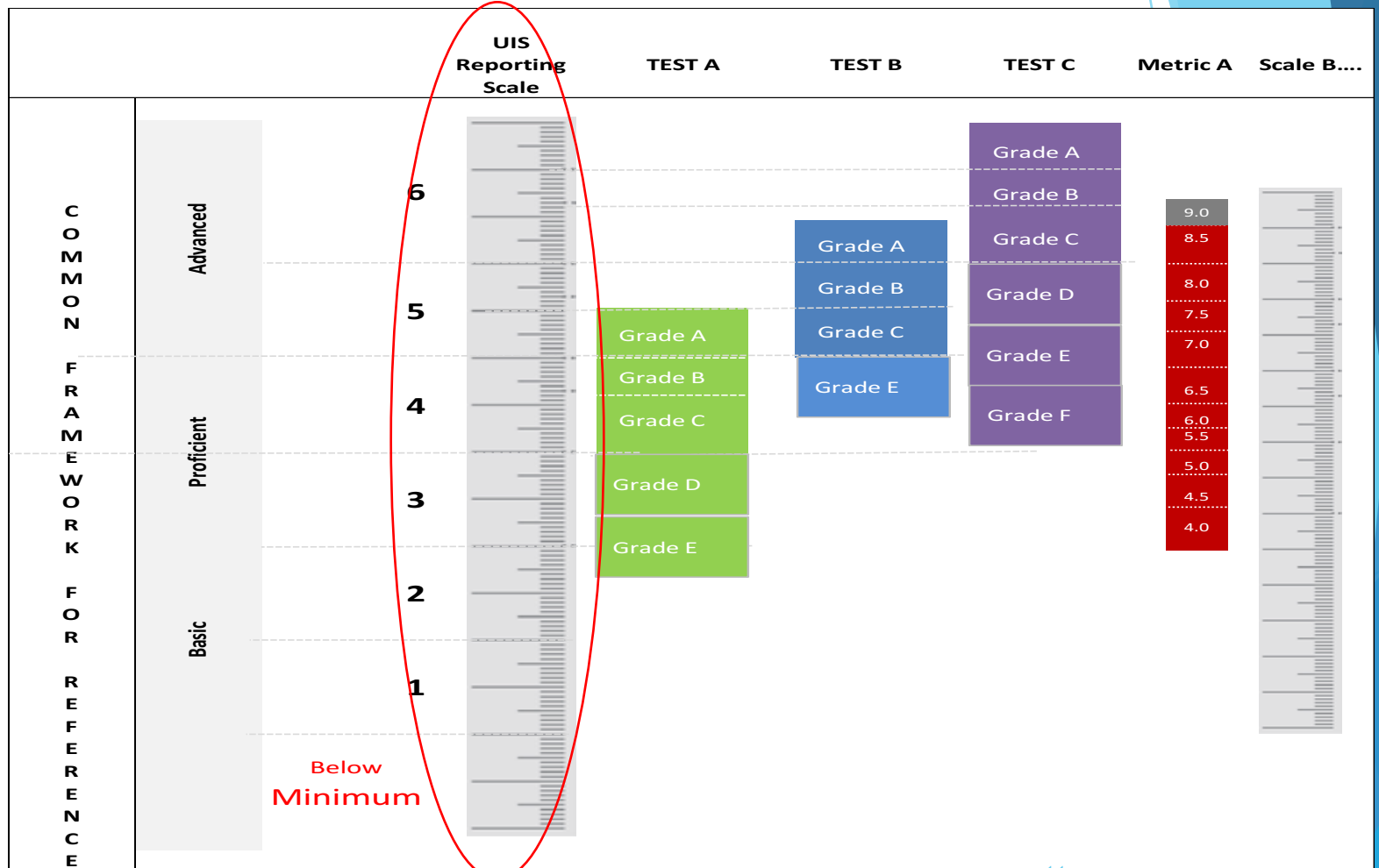


Source: UNESCO Institute for Statistics

# Why assessments are not comparable?

- ▶ In many cases just we do not know anything
- ▶ Quality and scope of national assessments vary.
- ▶ Assessments are based on different conceptual and methodological framework that may not yield comparable results
- ▶ No single measure at any education level
  - ▶ *Measure different constructs*
  - ▶ *Different moments of the child's life*
  - ▶ *Items are developed differently*
  - ▶ *Different Reporting metrics*
  - ▶ *Cultural and contextual differences*

# And there are many reporting scales



# And there are coverage issues: HHS based or School based ?

- ▶ Population Coverage: In or Out of School Children? All?
- ▶ Clarity on challenges
  - ▶ Problems (ISCED levels And other standards not included), periodicity,
  - ▶ Cost of collecting, errors and biases?
- ▶ What type of information do we get in each case?
  - ▶ Household based: Individual and his/her enabling context
  - ▶ School based: Individual in educational unit in an educational system
- What type of information do we need ?
  - ▶ HHS: Economic and Social Policy Making as priority
  - ▶ School based Educational Policy Making (teachers regulations/professional development, )

# Defining Globally Comparable Data



# Aligning National with Regional and Global Data

- ▶ Norms, protocols, standards recommendation
  - ▶ Different levels to align to national objectives
- ▶ SDG Reporting
  - ▶ Comparison have some extra demands
- ▶ Do they conflict?
  - ▶ Good Quality Data is a first steps
  - ▶ National indicators are to be good quality

# Ensuring Global Comparable data

Granting quality of National Data while walking towards Global Comparable Data for SDG reporting

## National Quality Data

National Standards and protocols

Regional recommendations  
(e.g. Regional Commissions)

International codes of good practices and classifications  
(e.g. UNSC: Principles governing international statistical activities)

## Global Reporting for SDG

Alignment of contents

Alignment of data quality processes

Alignment to a reporting metrics

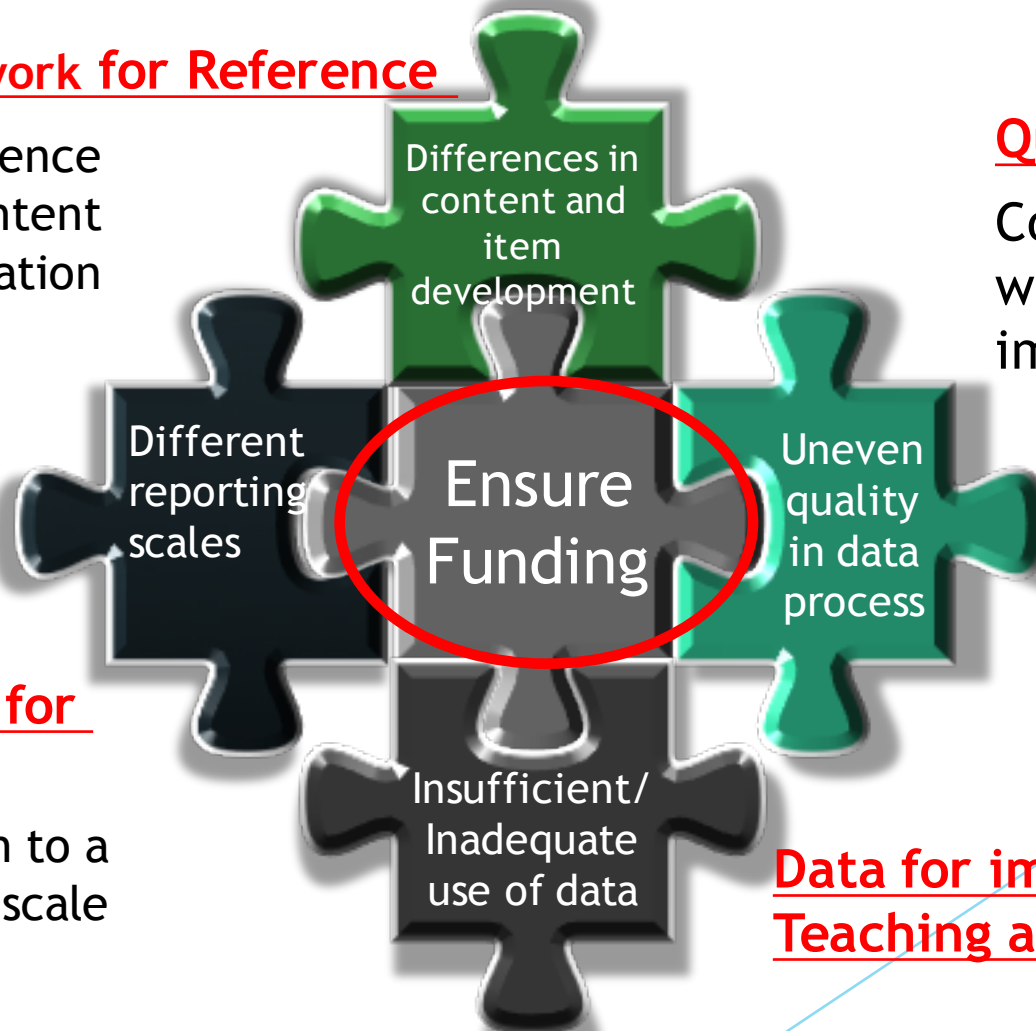
# Some practical guidance to solve the learning assessment puzzle

## Global Framework for Reference

Align and reference to common content for harmonization

## Quality Assessment

Code of Practices with guidelines for improvement



## Alignment for reporting

Harmonization to a common scale

## Data for improvement Teaching and Learning

Data literacy



# Setting a Process

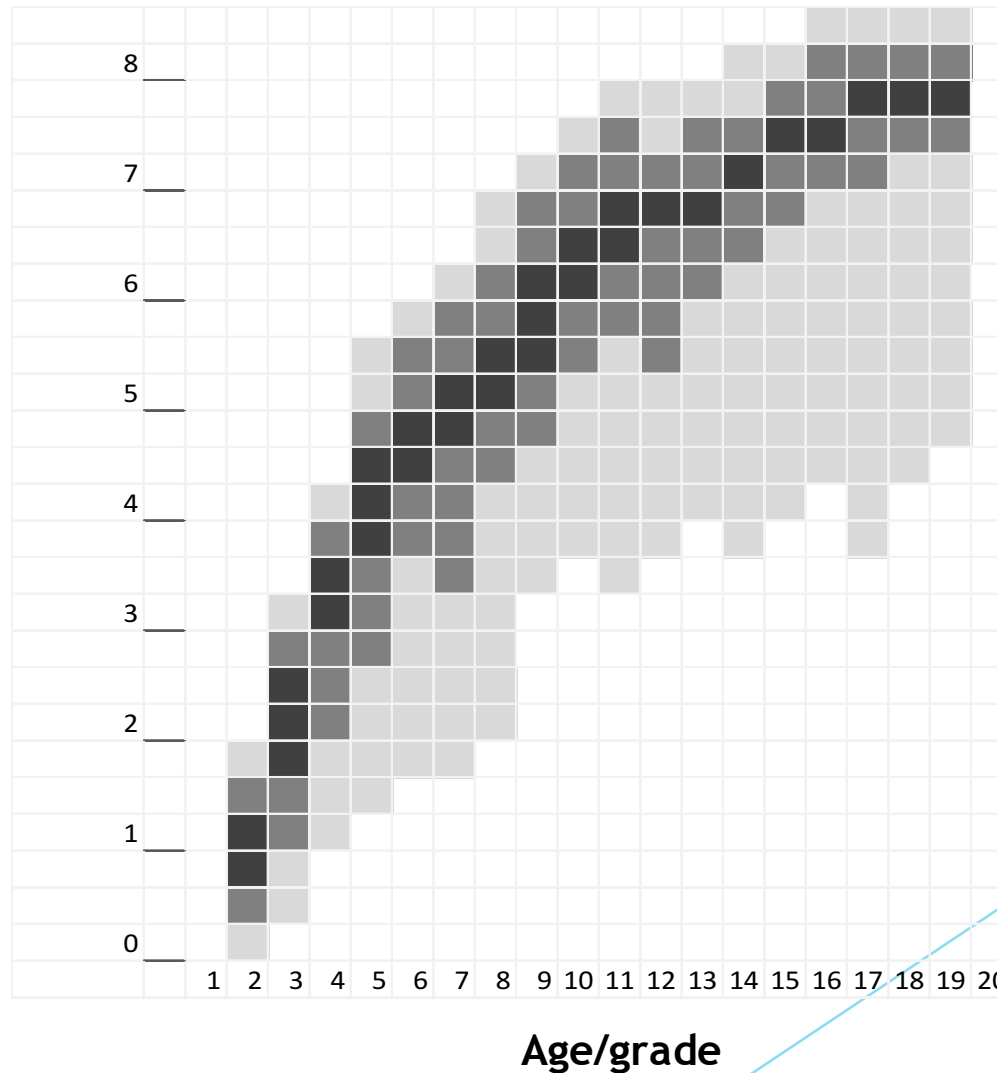
## Guiding principles

- ▶ Leveraging on existing resources/initiatives
  - ▶ national,
  - ▶ regional and
  - ▶ international level
- ▶ Harmonizing :
  - ▶ Contents (assessment framework)
  - ▶ Processes for data collection
  - ▶ Reporting metrics

# How would a Global Learning Scale look like?

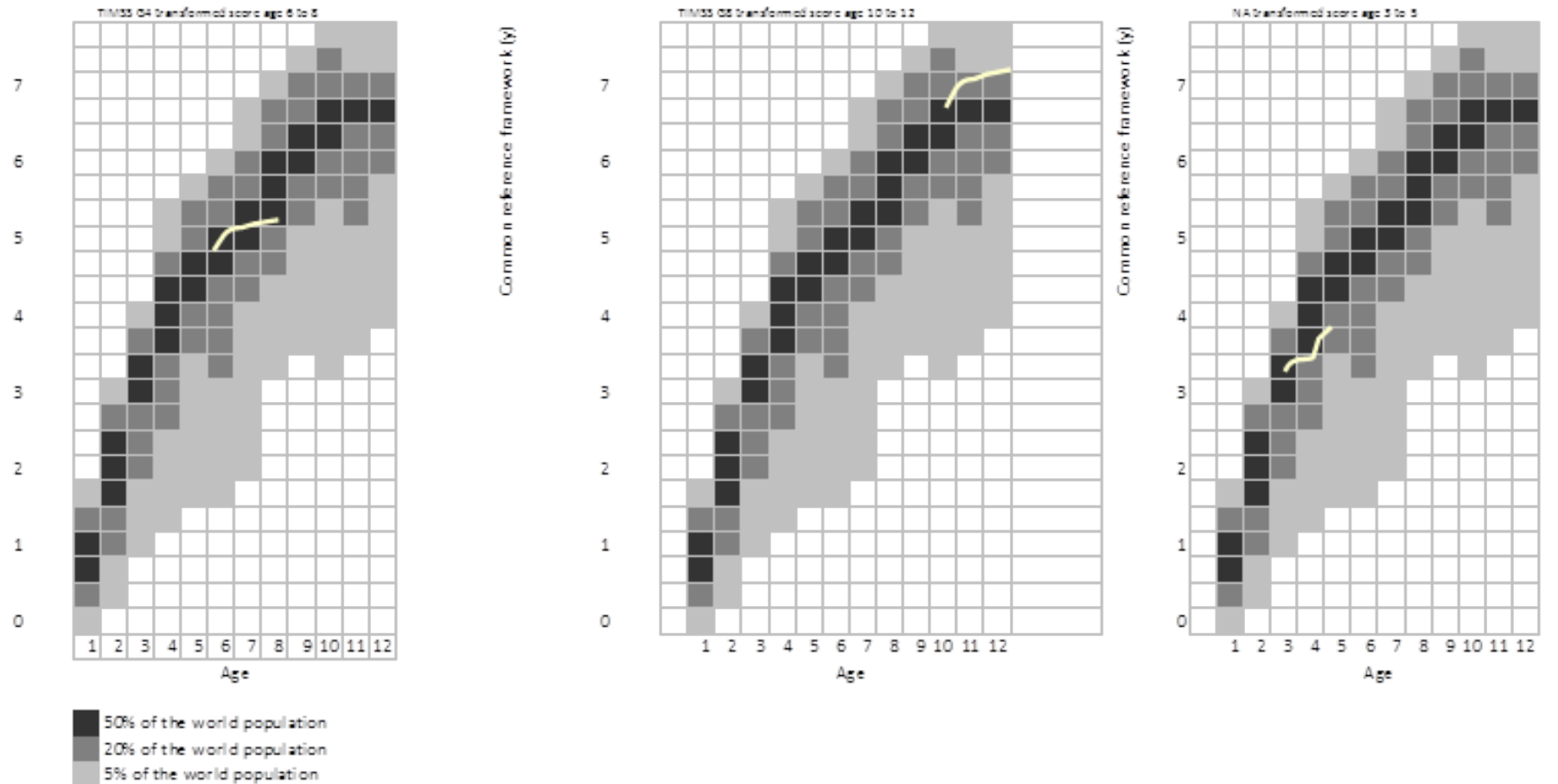
Skills

Contents



SDG  
reportin  
g scale

# The Global Framework for Reference



# Outputs and Deliverables

- ▶ A content framework that could be used to align and map different initiatives for each point of measurement
- ▶ A code of practices and an associated Data Quality Assurance Framework (DQAF)
- ▶ A developed operational and implementation plan for countries to implement
- ▶ A well-defined reporting package
  - ▶ metric,
  - ▶ outcomes and related benchmarks
  - ▶ guidelines for data analytics and data use

# Early Childhood: Two Global Indicators

## Two concepts, two Indicators, alternative data sources

- 4.2.1. Need to define constructs, harmonize metrics
- 4.2.2. Need to polish/expand coverage:
- Definition of 4.2.2: Percentage of children aged one year before the start of primary education who participate to organized learning. UIS' proposed indicator is the Adjusted Net enrolment rate based on children of the relevant age who are enrolled in pre-primary or primary education. UIS is including children enrolled in primary education because in many countries a substantial proportion of this target age group enters primary education in advance-and ignoring them will make the indicator difficult to compare among countries and its value misleadingly low for some countries (but this proposal has still to be validated by the TCG).
- Coverage of 4.2.2: Based on countries where the age one year before the start of primary is compulsory the rate of coverage is around 80% (2010-2014)

# Formula of calculation of indicator 4.2.2

$$\text{PROL}_{01,AG(a-1)} = \frac{\text{E}_{0,AG(a-1)}}{\text{SAP}_{AG(a-1)}}$$

where:

$\text{PROL}_{01,AG(a-1)}$  = participation rate in organized learning one year before the official entry age  $a$  to primary education

$\text{E}_{01,AG(a-1)}$  = enrolment in early childhood education (ISCED level 0) or primary education (ISCED 1) one year before the official entry age  $a$  to primary education

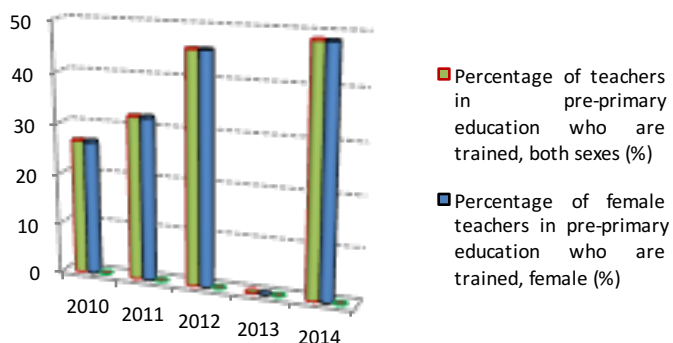
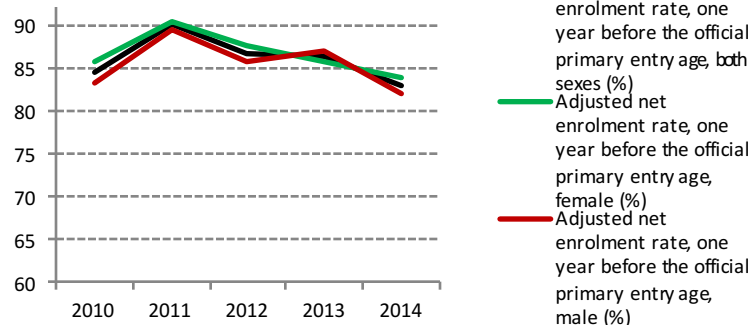
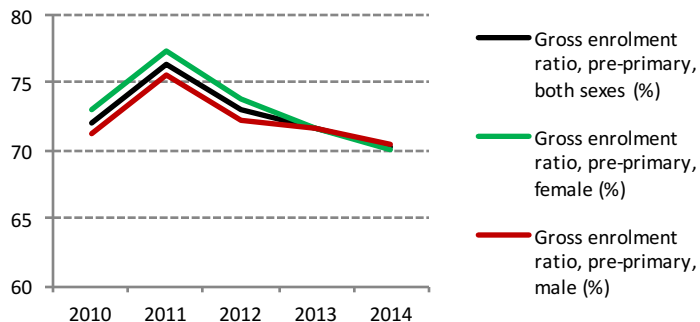
$\text{SAP}_{AG(a-1)}$  = school-age population one year before the official entry age  $a$  to primary education

**Country Profiles:** Côte d'Ivoire; Cape Verde; Kenya; Mali; Senegal; Togo; United republic of Tanzania

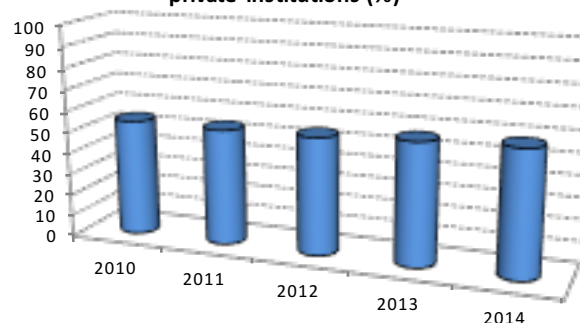
## **Indicators observed over the period 2010-2015:**

- ▶ Gross Enrollments Ratios in pre-primary
- ▶ Pupil teacher ratios in pre-primary
- ▶ Percentage of trained teachers in preprimary
- ▶ Private provision as a proportion of pre-primary enrollments
- ▶ Adjusted net enrolment rate one year before the official pre-primary entry age
- ▶ Number of preprimary teachers

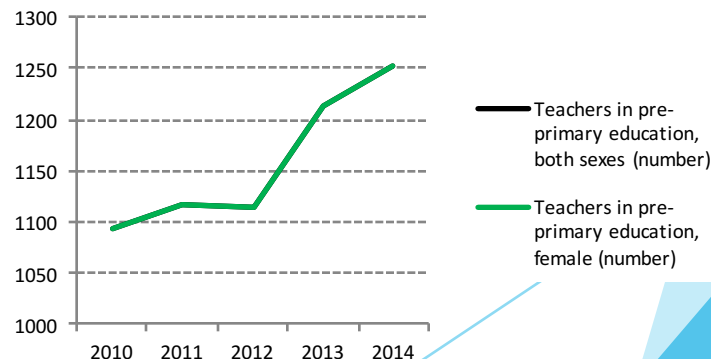
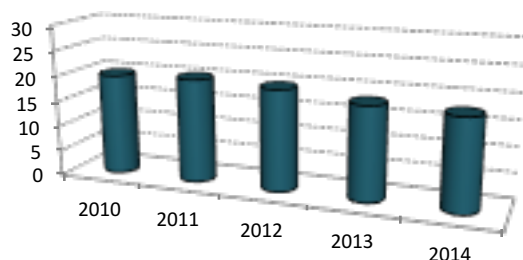
# Country: Cape Verde



Percentage of enrolment in pre-primary education in private institutions (%)



Pupil-teacher ratio in pre-primary education (headcount basis)

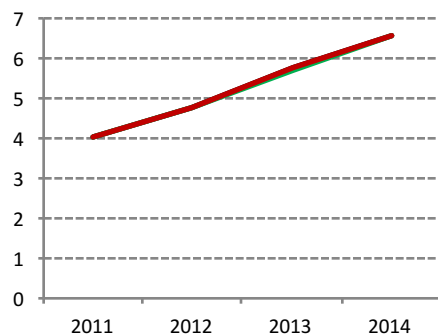


## Observations:

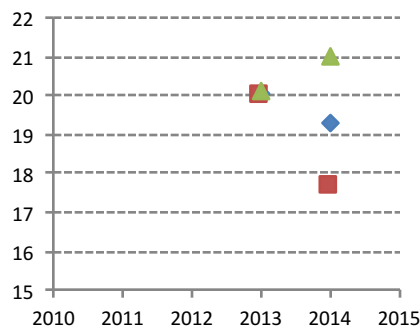
1. Participation to pre-primary education one year before official primary entry age is important compared to lower ages as show by the GERs.
2. Only female teachers teach in pre-primary education. Their number has increased of 14.5% between 2010 and 2014 for a pupil-teacher ratio decrease of 10% during the same period.
3. Percentage of trained teachers is continuously increasing from 27% in 2010 to 49 % in 2015.



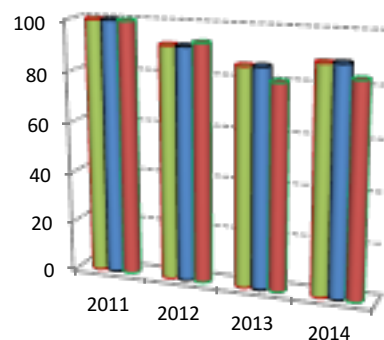
# Country: Cote d'Ivoire



— Gross enrolment ratio, pre-primary, both sexes (%)  
 — Gross enrolment ratio, pre-primary, female (%)  
 — Gross enrolment ratio, pre-primary, male (%)

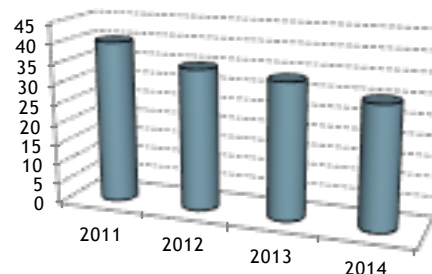


◆ Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%)  
 ■ Adjusted net enrolment rate, one year before the official primary entry age, female (%)  
 ▲ Adjusted net enrolment rate, one year before the official primary entry age, male (%)

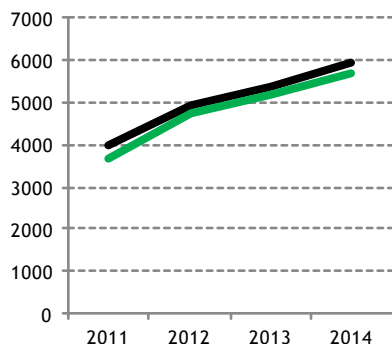
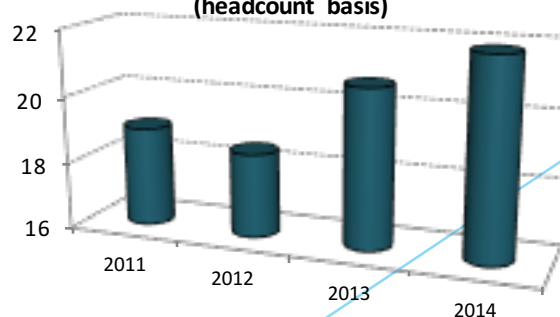


■ Percentage of teachers in pre-primary education who are trained, both sexes (%)  
 ■ Percentage of female teachers in pre-primary education who are trained, female (%)  
 ■ Percentage of male teachers in pre-primary education who are trained, male (%)

Percentage of enrolment in pre-primary education in private institutions (%)



Pupil-teacher ratio in pre-primary education (headcount basis)

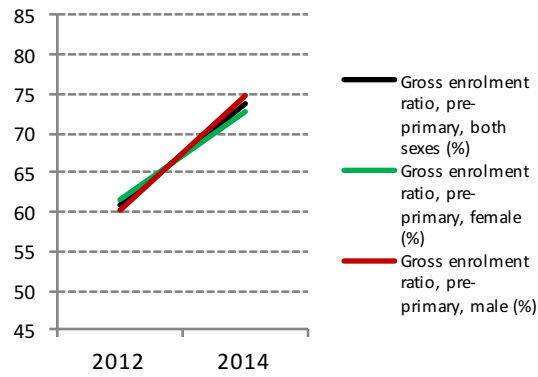


— Teachers in pre-primary education, both sexes (number)  
 — Teachers in pre-primary education, female (number)

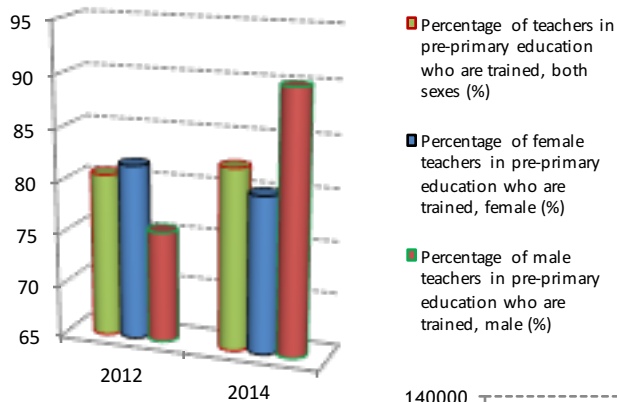
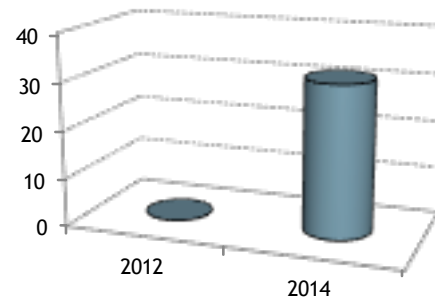
## Observations:

1. Participation to pre-primary education is still very low (GERs below 7%) both for boys and girls, most of them increasingly enrolled in public institutions (60% in 2011, vs 70% in 2014).
2. Most of teachers in pre-primary education are women. The number of teachers has increased of 49% between 2010 and 2014, as is the pupil-teacher ratio of 15% during the same period.
3. Percentage of trained teachers has decreased from 100% in 2010 to 89% in 2015.

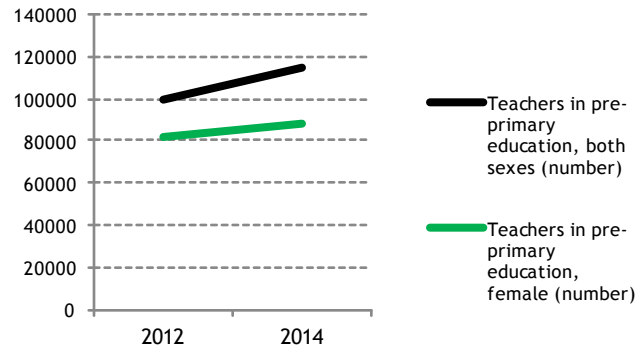
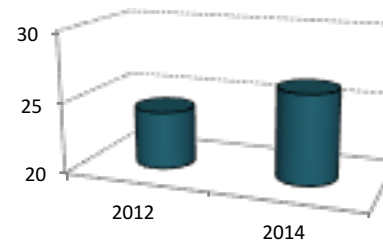
# Country: Kenya



Percentage of enrolment in pre-primary education in private institutions (%)



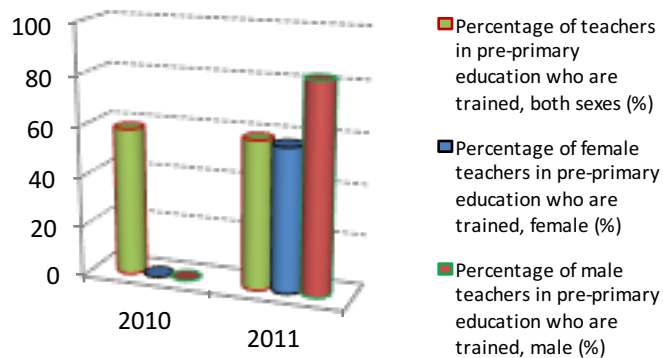
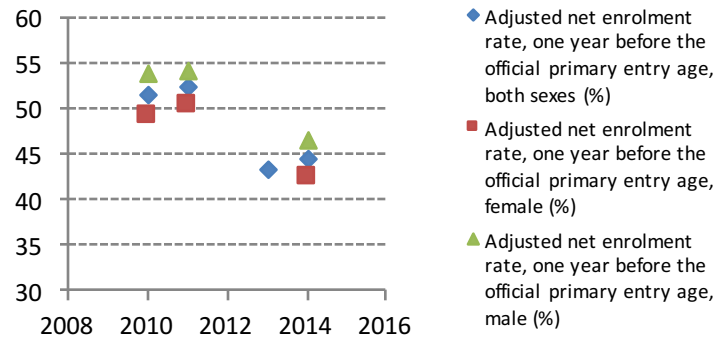
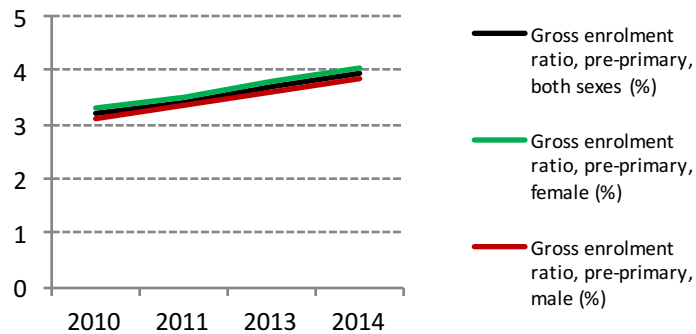
Pupil-teacher ratio in pre-primary education (headcount basis)



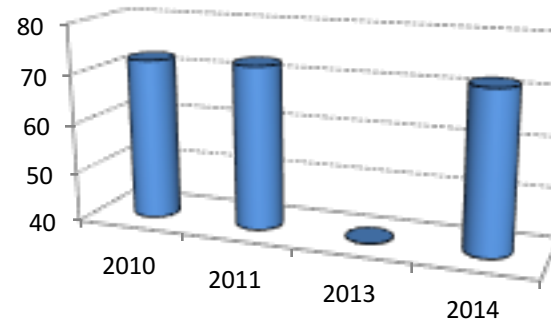
## Observations:

1. Participation to pre-primary education is increasing both for boys and girls, and most of them go to public institutions (69%).
2. Most of teachers in pre-primary education are women (82% in 2012 versus 77% in 2014 ). The number of teachers increased of 15% between 2012 and 2014, as well as the pupil-teacher ratio (from 24 in 2012 to 26 in 2014).
3. In 2014, 82% of teachers were trained, but 90% among male teachers, and 80% among female teachers.

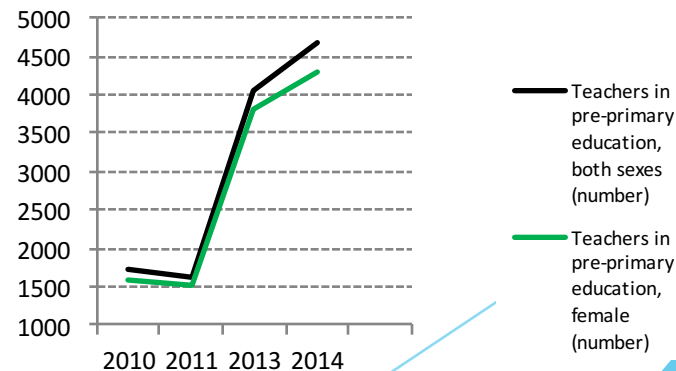
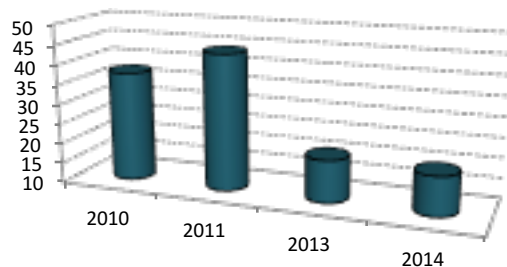
# Country: Mali



Percentage of enrolment in pre-primary education in private institutions (%)



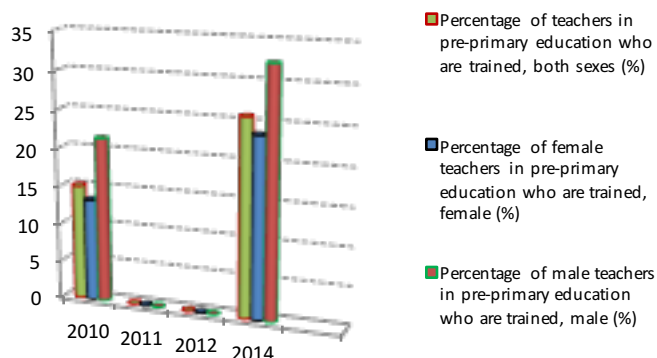
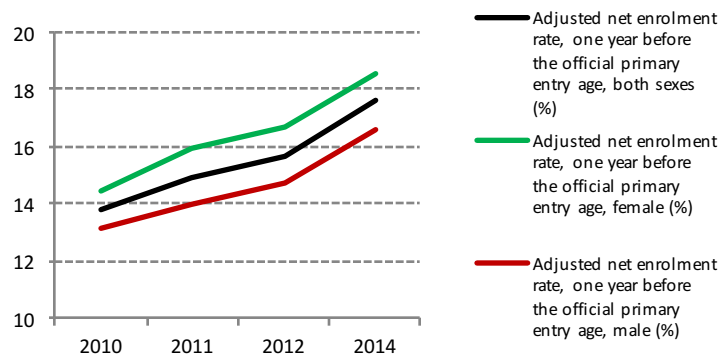
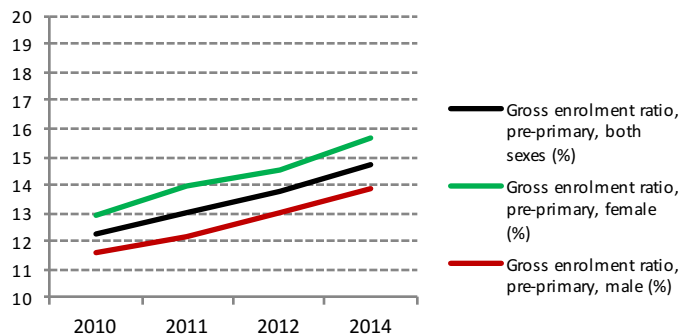
Pupil-teacher ratio in pre-primary education (headcount basis)



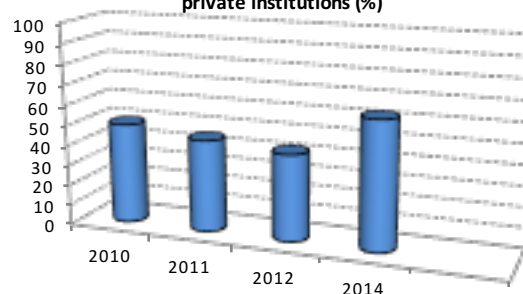
## Observations:

1. Participation to pre-primary education is very low both for boys and girls, and most of them go to private institutions (72%).
2. Most of teachers in pre-primary are women (93% over 2010-2014). The number of teachers increased of 171% between 2010 and 2014, for a decrease in pupil-teacher ratio of 47% (from 38 in 2010 to 20 in 2014).
3. In 2011, 60% of teachers were trained, but 83% among male teachers, and 57% among female teachers.

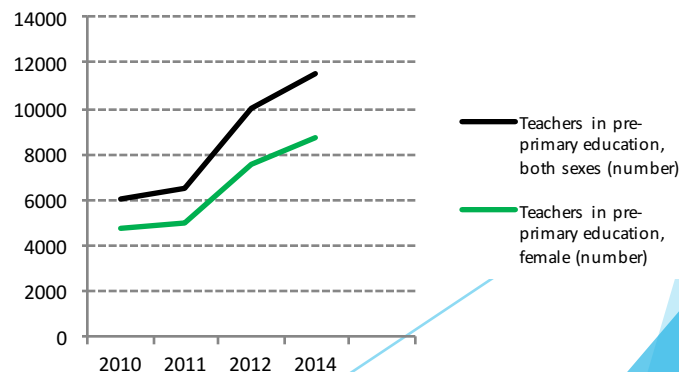
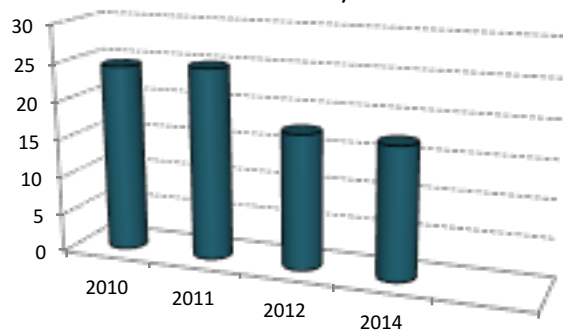
# Country: Senegal



Percentage of enrolment in pre-primary education in private institutions (%)



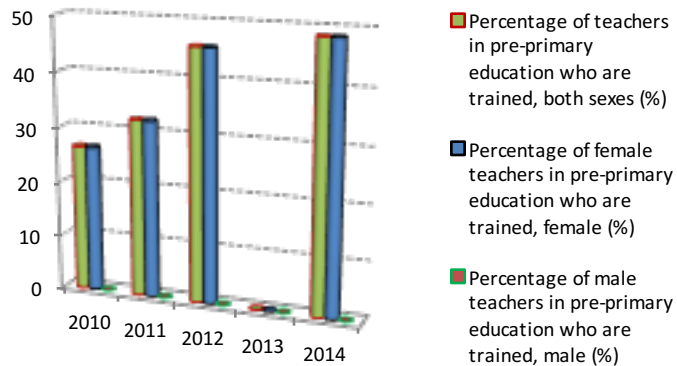
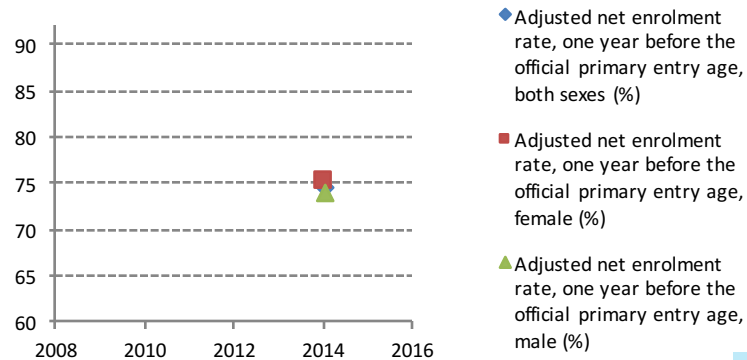
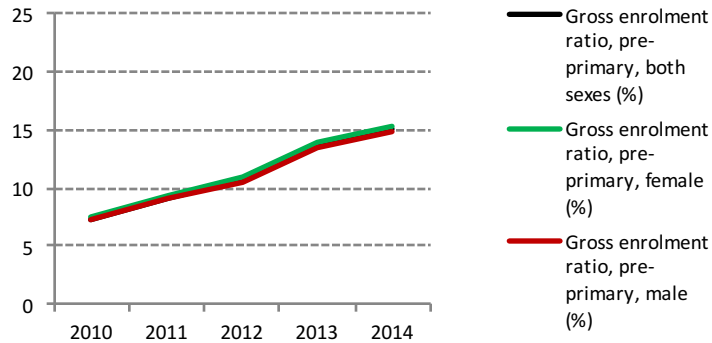
Pupil-teacher ratio in pre-primary education (headcount basis)



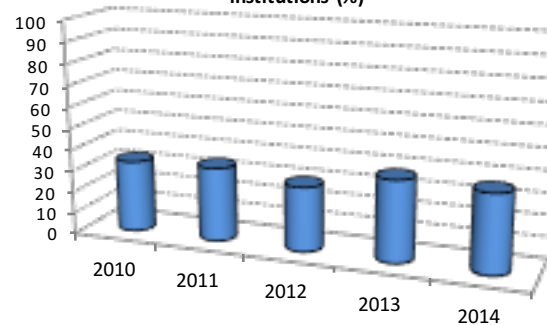
## Observations:

1. Participation to pre-primary education is increasing both for boys and girls but still very low, and most of them increasingly go to private institutions (from 49% in 2010 to 63% in 2014).
2. Most of teachers in pre-primary education are women (78% in 2010 versus 75% in 2014). The number of teachers increased of 92% between 2010 and 2014, while the pupil-teacher ratio decreased (from 25 in 2010 to 17 in 2014).
3. In 2014, only 25% of teachers were trained.

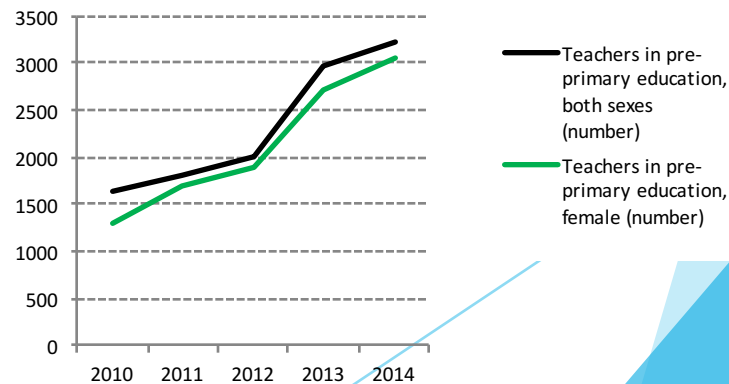
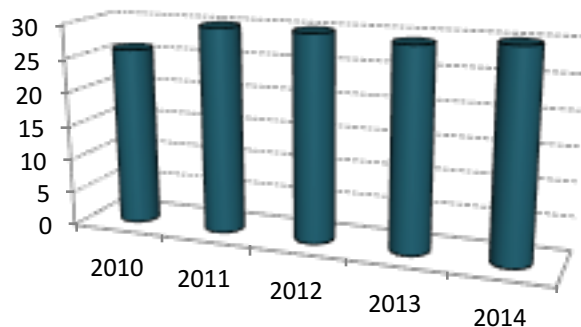
# Country: Togo



Percentage of enrolment in pre-primary education in private institutions (%)



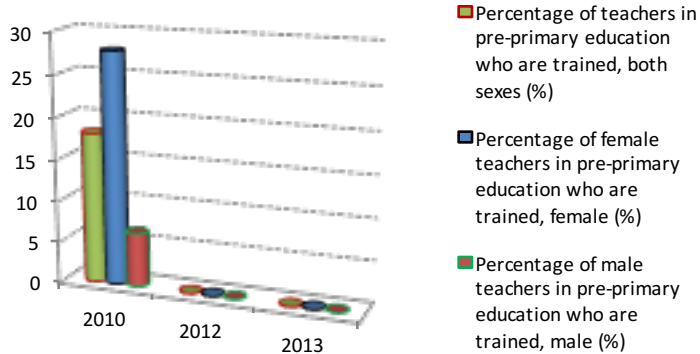
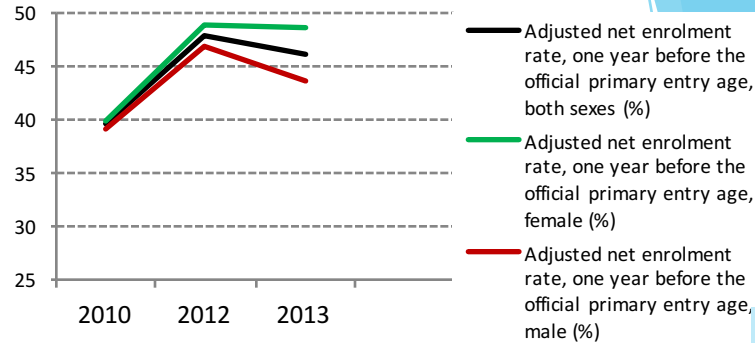
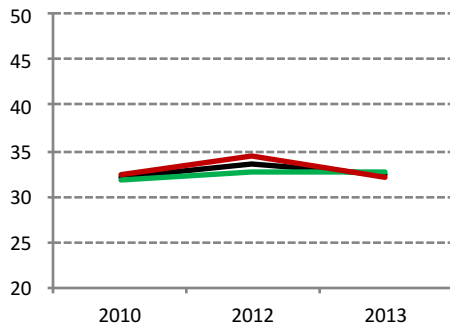
Pupil-teacher ratio in pre-primary education (headcount basis)



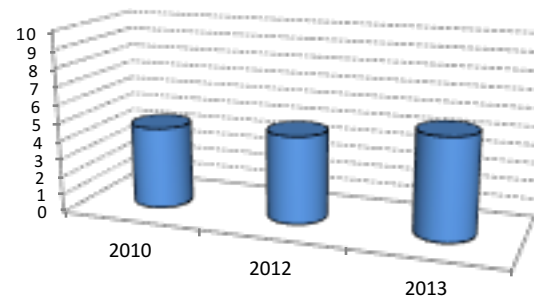
## Observations:

1. Participation to pre-primary education is increasing both for boys and girls but still very low, but participation one year prior to primary age education is valued. Most of students go to public institutions (63% in 2014).
2. Most of teachers in pre-primary education are women (79% in 2010 versus 94% in 2014). The number of teachers increased of 96% between 2010 and 2014, while the pupil-teacher ratio also increased (from 26 in 2010 to 30 in 2014).
3. The percentage of teachers who are trained decreases, from 52% in 2010 to 37% in 2013.

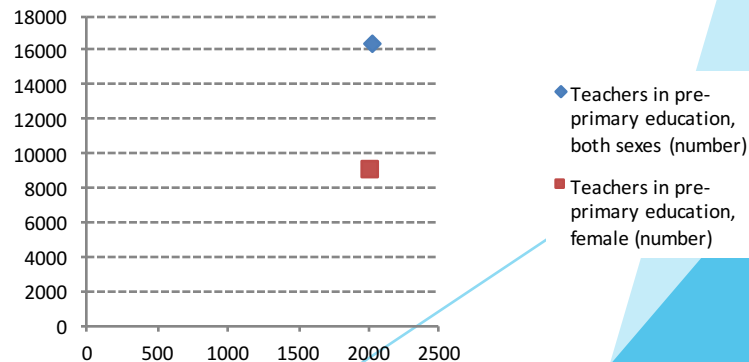
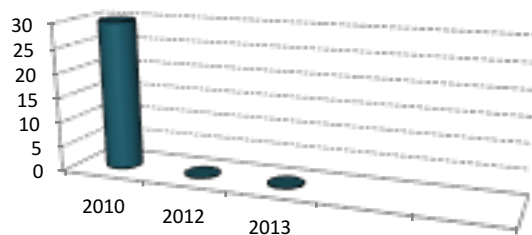
# Country: United Republic of Tanzania



Percentage of enrolment in pre-primary education in private institutions (%)



Pupil-teacher ratio in pre-primary education (headcount basis)



## Observations:

1. Participation to pre-primary education for boys and girls is still low. Most of students go to public institutions (94%).
2. In 2010, only 18% of teachers were trained.



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals



# Thank you for your attention!

## Questions and Comments