

*Achieving equitable quality education post-2015
Indicators to measure progress
towards learning and equity*

**A view from the Technical Advisory Group
on post-2015 education indicators**

Manos Antoninis
EFA Global Monitoring Report and TAG

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Outline

- Process of setting targets and indicators post-2015
- Technical Advisory Group on post-2015 education indicators
- Indicators for selected targets and concepts
 - ➔ Learning outcomes
 - ➔ Skills
 - ➔ Equity

Process of setting global targets and indicators

Targets

- EFA process: Muscat Global EFA Meeting statement (Apr)
 - SDG process: Open Working Group outcome document (Sep)
Considerable overlap, many outstanding questions
- ➔ UN SG synthesis report

Indicators

- UN SG: Sustainable Development Solutions Network
+ UN IEAG on Data Revolution for Sustainable Development
 - UN Member States: UN Statistical Commission
 - Friends of Chair
 - Inter-Agency and Expert Group on MDGs (Mar 2015-) (?)
- ➔ Global process yet to be determined

Technical Advisory Group

History

- Established by EFA Steering Committee in March
- Coordinated by UIS and including members from EFA GMR, OECD, UNESCO, UNICEF and World Bank

Output

- 05.2014: Initial note for Global EFA Meeting
- 07.2014: 1st draft of document (responding to Muscat concepts)
- 11.2014: 2nd draft of document (adding OWG concepts)

Next steps

- Consultation (from today until January)
- Revised document (February-March)
- Feed into World Education Forum (May)...
but also – critically – as input to the global SDG process

Technical Advisory Group Document

Approach

- Use all concepts in the Muscat and OWG targets
- Map (potentially) available indicators using two criteria:
 1. Alignment with concept
 2. Global comparability potential (=data availability)
- ➔ Not a proposal (too many indicators!) but basis for discussion

Structure of the document

- For each target and concept, a matrix with indicators; comments on both criteria; and traffic-light signs (=how close are we?)
- Two annexes
 - A. Potential of each indicator to be disaggregated
 - B. SDSN and UNSC/FOC indicators for reference

Technical Advisory Group

Illustrative indicators

OWG target	Output indicators		Outcome indicators			
	Administrative	Survey				
4.1. Basic education	Primary net enrolment rate		Primary school attainment rate		Percentage of children who reach minimum learning standards at end of primary	
	Lower secondary net enrolment rate		Lower secondary attainment rate		Percentage of children who reach minimum learning standards at end of lower secondary	
	Upper secondary gross enrolment rate		Upper secondary attainment rate			
4.2. Early childhood	Pre-primary gross enrolment rate		Participation rate in organized learning (3-4 year olds)		Early Childhood Development Index	
4.3. Tertiary education/TVET	Technical and vocational secondary education enrolment rate		Tertiary attainment rate			
4.4. Skills for work and life			Adult education and training participation rate		Problem-solving skills	
4.5. Equity			(Various indicators by target)		(Various indicators by target)	
4.6. Literacy/numeracy			Literacy program participation rate		Youth literacy rate (self-assessed)	
					Youth literacy rate (directly assessed)	
					Youth/adult literacy rate (directly assessed identifying levels of proficiency)	
4.7. Sustainability/citizenship			Percentage of 15-year-olds participating in environmental science education		Percentage of 15-year-old students with adequate knowledge of environmental science	
			Percentage of 13-year-olds participating in citizenship education		Percentage of 13-year-old students endorsing equality, trust and participation values	

Indicators for selected targets and concepts

Learning outcomes in basic education

Issues

- A globally **comparable** (instead of national) learning measure?
- At what **level** (end of primary, lower secondary)?
- In what **domain** (reading, mathematics, other?)
- From what **sources** (international, regional, national?)
- Through what **coordination** process between countries?

Indicators

- Available from individual surveys but not globally comparable
- Work underway to develop global metric and minimum standard
- Considerable work required in the next three years

Indicators for selected targets and concepts

Skills

Issues

- What **type** of skill other than literacy is universally relevant?
- In what **area**: employment, decent jobs, entrepreneurship, life?
- For what **age** group (young people or adults)?
- From what **sources** (existing or new)?
- If no outcome measure, use a **policy** variable?

Indicators

- PIAAC/STEP literacy: but can approach be extended globally?
- PISA problem-solving: culturally neutral, technically feasible?
- IEA ICT skills: sufficiently general?
- Non-cognitive skills?

Indicators for selected targets and concepts

Equity

Issues

- What individual **characteristics** for global comparability?
Are characteristics comparable across countries/over time?
- What **type** of indicator: simple (range, ratio) or complex?
- What indicator for **universal** relevance?
- How feasible for countries to accept use of **surveys**?
- How to **report** indicators (national vs. global level, e.g. WIDE)?

Indicators

- In principle, all indicators that draw data from surveys can be disaggregated to enable the monitoring of equity.

Thank you!

Join the TAG consultation at

[http://www.uis.unesco.org/Education/Pages/
post-2015-indicators.aspx](http://www.uis.unesco.org/Education/Pages/post-2015-indicators.aspx)