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

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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

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