

Summary of comments on the indicators for Goal 4: Countries (Members and Observers) and International Organizations and Recommendations of UN System

Target 4.1

Comments

- Broad support for the proposed indicator though calls for more details of definitions
- General agreement that primary and secondary education should be measurement points
- Some support for including the early grades of primary as an additional measurement point
- One call (EU) to add proficiency in (a) a foreign language and/or (b) personal and social skills
- Some suggestions for additional indicators (*enrolment rates, completion rates*)

Recommendation

1. Modify proposed indicator to include assessment at the early grades of primary and clarify the levels at which learning assessments should be made:

Percentage of children/young people (i) in Grade 2/3, (ii) at the end of primary and (iii) at the end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics

The UN system considers the early grades of primary are a critical period in children's learning trajectories. It is too late to wait until the end of primary to discover that children are not acquiring the expected levels of proficiency in reading and mathematics. The lack of the foundational skills may prevent low performing students from engaging in further learning, thus alienating them and contributing to driving them out of school. The feasibility of measuring learning at younger ages has been established through existing regional and multi-national surveys. Existing national assessments would also provide relevant data.

Target 4.2

Comments

- Views are divided between support for the proposed indicator and a preference for an alternate indicator *participation rate in organized learning one year before official primary entry age*
- Some concerns regarding the definition and methodology and/or availability of suitable vehicle for data collection
- Some suggestions for additional indicators (*total education expenditure by source and use of funds by level of education*)

Recommendation

1. Retain the proposed indicator as the priority indicator.

As per the aspiration of the target, the indicator should focus on outcomes. Household surveys such as UNICEF-supported Multiple Indicator Cluster Survey (MICS) have been collecting data on this indicator

(through the Early Childhood Development Index or ECDI) in low- and middle-income countries since around 2010. Many of the individual items included in the ECDI are collected through other mechanisms in high-income (OECD) countries as well. Comparable data are currently available for approximately 60 countries.

2. The IAEG-SDGs may want to consider including a *participation rate as an additional indicator*. The UN System strongly supports the *percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being* as the priority indicator.

The latest title of the participation rate indicator in the proposed thematic set of education indicators is: *Participation rate in early childhood care and education in a given period prior to entry to primary*. There still needs some discussion on the appropriate age-group. Is it one year before primary, two years before primary or, as some have suggested, specific ages such as 4 or 5 years.

Target 4.3

Comments

- Broad support for the proposed indicator with some questions regarding definition and methodology
- Some suggestions to disaggregate by type of programme (TVET, tertiary etc)
- Some support to replace the proposed indicator with *participation rate in tertiary of those in the 5-year age group following upper secondary*
- Some suggestions for additional indicators (*enrolment ratios in TVET and tertiary, participation rate in tertiary of those in the 5-year age group following upper secondary, share of annual household expenditure per child in higher education, distribution of tertiary graduates by field of study and sex, % of individuals with ICT skills*)

Recommendation

1. Retain the proposed indicator as the priority indicator with slight modification to include youth and disaggregation by programme type.

Current title in the thematic set of education indicators is: *Percentage of youth/adults participating in education and training in the last 12 months, by type of programme and by age group*.

Target 4.4

Comments

- General concern that proposed indicator focuses too narrowly on ICT skills
- Many questions regarding definition and methodology. Several countries report not having a suitable vehicle for data collection.
- Some suggestions for alternate indicators including *illiteracy rate, educational attainment rates, participation rates* of which *educational attainment rates* has most support

- Some suggestions for additional indicators (*skills mismatch index*)

Recommendation

1. The UN System strongly recommends that the proposed indicator is retained.

The target itself talks about skills not levels of educational attainment or participation. ICT and digital literacy skills are key skills needed in the labour market. Illiteracy rates are a very crude measure of skills especially in more developed countries where illiteracy rates are generally below 5%. Note that the *skills mismatch index* is based on years of education and not on skills so would not be a suitable substitute.

Target 4.5

Comments

- Very broad support for the proposed indicator.
- Many calls to cover more vulnerable groups including the disabled, indigenous people, ethnic groups, conflict-affected
- Some concerns about common definitions of urban/rural, wealth and recognition that not all disaggregations will be available
- Some suggestions for additional indicators (*public educational expenditure per capita, % of teachers who have received in-service training in last 12 months to teach students with special educational needs, % of children/youth in vulnerable situations with non-discriminatory access to all levels of education*)

Recommendation

1. Retain proposed indicator as the priority indicator with slight modifications to include additional vulnerable groups:

Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available) for all indicators on this list that can be disaggregated

Target 4.6

Comments

- Very broad support for the proposed indicator
- Some suggestions to replace the proposed indicator by *youth/adult literacy rates* or to add this as an additional indicator

Recommendation

1. Retain proposed indicator as the priority indicator.
2. The IAEG-SDGs may want to consider including youth/adult literacy rates as an additional indicator.

Target 4.7

Comments

- General concern that the proposed indicator is too narrowly defined and does not address significant parts of the target
- Various suggestions either to broaden the scope of the proposed indicators (eg to include knowledge of human rights and fundamental freedoms, global citizenship, gender equality) or to replace with alternate indicators (an indicator focusing on schools and availability of materials, training curricula and trained teachers as opposed to learners, *countries implementing the framework on sustainable development/global citizenship education, % of schools that provide life skills-based HIV and sexuality education, extent to which the framework on the World Programme on Human Rights Education is implemented nationally, extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment*)
- Some suggestions for additional indicators (*% of schools that provide life skills-based HIV and sexuality education, extent to which the framework on the World Programme on Human Rights Education is implemented nationally*)
- Overall, no consensus on which indicator to include

Recommendation

1. In the absence of consensus, propose the indicator recommended by the Technical Advisory Group on Post-2015 Education Indicators. It is included in the thematic indicators for education.

Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment)

Although a learning outcomes indicator might be preferred it is more feasible to develop a mechanism to gather the qualitative information necessary for this indicator. This indicator also captures more of the concepts in the target than other proposed indicators.

Target 4.a

Comments

- Very broad support for the proposed indicator with some suggestions for modifications (eg to include 'single-sex' in relation to sanitation) or additions to the indicator (eg computers for pedagogical use, adapted infrastructure and materials for students with disabilities)
- Some suggestions for additional indicators (*% of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse, % of schools that are safe with respect to (a) policy and planning (b) disaster resilient learning facilities (c) school disaster management and (d) risk reduction and resilience education*)

Recommendation

1. Retain proposed indicator as priority indicator (with 'single-sex', 'computers for pedagogical purposes' and 'adapted infrastructure' modifications).

Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) [computers for pedagogical use](#) (iv) [adapted infrastructure and materials for students with disabilities](#) (v) [basic drinking water](#) and (vi) [basic single-sex sanitation facilities](#); and (vii) [basic handwashing facilities](#) (as per the WASH indicator definitions)

Target 4.b

Comments

- Very broad support for the proposed indicator although some concerns that not all support for scholarships is captured
- Some suggestions for additional indicators (*number of scholarships provided by Government for primary and secondary education*)

Recommendation

1. Retain proposed indicator as priority indicator

Target 4.c

Comments

- Very broad support for the proposed indicator
- Some suggestions for additional indicators (*% of teachers qualified according to national standards by level of education, pupil-qualified teacher ratio, % of teachers trained to teach subjects using ICT facilities*)

Recommendation

1. Retain proposed indicator as priority indicator